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1918/19

Bulletin of the Whitewater State Normal School

SERIAL NO. 72

STATE NORMAL SCHOOL

Opened April 21, 1868

*Announcement
1919 ✓*

General Catalogue

UNIVERSITY OF ILLINOIS

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52nd Annual Catalogue

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STATE BOARD OF EDUCATION

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CALENDAR FOR THE SCHOOL YEAR

1919

Registration Days, Monday and Tuesday	September 15—16
Thanksgiving Recess, Thursday and Friday	November 27—28
First Term ends Saturday	December 6
Second Term begins Monday	December 8
Holiday Vacation begins Friday Evening	December 19

1920

Classes resume Monday	January 5
Second Term ends Saturday	March 14
Third Term begins Monday	March 16
Easter Recess begins Friday	April 2
Classes resume Tuesday	April 6
Memorial Day, Monday	May 31
Third Term ends Saturday	June 6
Commencement Exercises, Wednesday	June 10

FACULTY

Albert Henry Yoder, President.

State Normal School, Madison, S. D., 1888; A. B., University of Indiana, 1893; Fellow, Clark University; University of Chicago; Supt. of Schools, Madison, S. D., 1888-91; President, Vincennes University, 1869-1900; Prof. of Education, University of Washington, 1901-06; Supt. of Tacoma Schools, 1900-10; Staff, New York School of Philanthropy, 1910-12. At Whitewater, since 1912.

JOSEPH R. COTTON, Public Speaking and Debating.

A. B. Univ. of Michigan, 1916; Univ. Honor Orator, 1915; Univ. Honor Debator, 1916; S. S. Graduate work in Dramatics, 1916; Head Public Speaking Department, Central High School, Kalamazoo, Mich., 1916-17; Head Public Speaking Department, Central High School, New Albany, Ind., 1917-18. At Whitewater, since 1918.

MALCOLM F. DENISE, Bookkeeping and Accounting.

A. B., and Higher Commercial Certificate, University of Michigan, 1909; Instructor in Bookkeeping and Commercial Law, Detroit Technical Institute, 1909-10; six years Managerial and Accounting Experience, Detroit, 1910-16. At Whitewater, since 1916.

THOMAS T. GOFF, Commercial Arithmetic.

B. S., Oklahoma Agricultural and Mechanical College, 1900; Graduate Gem City Business College, 1903; Instructor of Commercial Arithmetic, Rapid Calculation, Bookkeeping and Commercial Law, Gem City Business College, 1903-15. At Whitewater, since 1915.

BENJAMIN B. JAMES, Psychology and Education.

A. B., Northwestern University, 1881; A. M., 1883; Northwestern Univ. Med. School, 1881-83; Univ. of Chicago, 1899-1901. Instructor, High Schools, 1892-96; St. Cloud Normal School, 1896-99; Principal Elaine High School, Superior, 1901-05; Head of Dept. of Education, James Millikin Univ., 1906-14. At Whitewater, since 1914.

EDWARD G. LANGE, Director of Physical Education.

Graduate, Stevens Point Normal School, 1902; Ph. B., University of Wis., 1909; Graduate Work, University of Washington, Graduate Work, University of Wisconsin; C. M., S. R. S.; Principal Leona; Marshfield; Tacoma High School, 1909-12; F. G. S. A.; Graduate Work Univ. of Chicago, 1916. At Whitewater, since 1913.

HARRY O. LATHROP, Geography.

Graduate of Illinois State Normal University, 1912; B. E., 1914; Graduate Student, Univ. of Chicago, 1914-15. Head of Geography Department, Northern Arizona Normal School, 1915-18. At Whitewater, since 1918.

HENRY G. LEE, Commercial Economics and Statistics.

Graduate, Combined Course 4C College, Madison, Wis., 1908; A. B., Univ. of Wisconsin, 1914; Wis. Rural Schools, 1902-1906; Sec. U. S. Com. Industrial Relations, Madison, Wis., 1914-1915; Com. Sec. Wisconsin Legislatures, 1909, 1915; Head Com. Dept., Jerseyville, Ill., Tw. H. S., 1915-1916. Graduate work S. S. Univ. Wis., 1916, 1917. At Whitewater, since 1916.

C. R. MAXWELL, Supervisor of Training School.

Norwich University, 1894-96; S. S. Student, Dartmouth College, 1902-03; B. S., Columbia University, 1905; A. M. Teachers College 1906; Principal High School, Waitsfield, Vt., 1898-1902; Principal Elementary School, Quincy, Ill., 1906-07; Principal High School, Quincy, Ill., 1907-12. At Whitewater, since 1913.

JAMES C. REED, Director of Commercial Education.

B. L., University of Michigan, 1895; LL. B., Kansas City Law School, 1898; Graduate Student, University of Chicago, 1900-02; History and German, High School, Riverside, Calif., 1895-97; Editor of Law Books, West Publishing Co., St. Paul, 1898-1900; Commercial Branches, McKinley High School, Chicago, 1902-13. At Whitewater, since 1913.

G. A. SCHMIDT, Prin. School of Rural Education; Agriculture.

B. A., University of Illinois, 1903; M. S. University of Wisconsin, 1915; Sterling, Ill., Township High School, 1903-1909; Agriculturist, 1909-1913; Dubuque, Ia., High School, 1913-15. At Whitewater, since 1915.

WM. A. ROBINSON, Office Training, Penmanship.

B. A., Mt. Morris College, Ill., 1915; Stenographer, auditor, credit man, office manager, 12 years. At Whitewater, since 1918.

GEO. A. NICHOLS, Typewriting.

Graduate, State Normal School, Whitewater, 1917; Substitute Dir. Com. Dept., High School, Plainfield, Wis., 1917; Director Com. Dept., Twp. H. S., El Paso, Ill., 1917-18. Substitute at Whitewater, since Feb. 1919.

GEORGE C. SHUTTS, Mathematics*

Graduate, Geneseo, N. Y., Normal School, 1877; Ph. B., Milton College; Supervising Principal, Half Moon Crescent School, 1877-78; Teacher of Mathematics, Normal School, Potsdam, 1879-88. At Whitewater, since 1888.

JAMES H. SMITH, In Charge of Principals' Course.

Ill. State Normal Univ., 1907; Ph. B., Univ. of Chicago, 1915, A. M., 1916; Prin. El Paso, Ill., 1907-08; Supt. of Schools, Colfax, Ill., 1908-11; Supt. Schools, Lexington, Ill., 1911-14; Instructor in Mathematics and Manual Training, Elementary School, Univ. of Chicago, 1914-17. At Whitewater, since 1917.

ARTHUR A. UPHAM, Physics; Chemistry and Manual Training.

Graduate, State Normal School, Westfield, Mass., 1880; S. S. Student, Amherst College, 1887; Univ. of Chicago, 1895; Univ. of Wisconsin, 1913-14; Teacher of Science, Hitchcock Free High School, Brimfield, Mass., 1880-84; Principal of same, 1884-88; City Supt., Whitewater, 1895-1900. At Whitewater, since 1888.

WALTER S. WATSON, Biology.

Graduate, State Normal School, New Britain, 1887; Ph. B., Wesleyan University, 1893; M. S., 1894; S. S. Student, Univ. of Chicago, 1895-97; Instructor of Biology, Northwestern University, 1894-95. At Whitewater, since 1895.

M. WILLARD ZIPOY, English; Prin. Commercial High School.

A. B. and Special Certificate in Commercial Work, University of North Dakota, 1913; Summer school, 1914. Director of Commercial Department 1913-14 and Principal of High School, Little Falls, Minn., 1914-18. At Whitewater, since 1918.

GRACE C. ALVORD, Assistant Librarian.

Graduate, Whitewater Normal School, 1905; Student Library School Summer Session, Madison, 1905. At Whitewater, since 1905.

LUCY A. BAKER, Music.

Graduate, Vermont State Normal School, 1888; Potsdam Conservatory of Music, 1894. Asst. Principal, Adams School, Burlington, Vt., 1890-93. At Whitewater, since 1894.

BERTHA L. CARNS, Assistant, Rural Dept.

Crane Institute, Potsdam, N. Y., 1900-11; Graduate, Platteville Normal School, 1914; S. S. Univ. of Wis., 1915; Extension Course Univ. Chicago, 1918-19; Rural Schools, Grant County, 6 years; Primary Grades, Belmont, 1902-06; Supr. Drawing and Music, Dodgeville, 1906-10; Supr. of Grant County, 1916-17. At Whitewater, since 1917.

IDA M. CRAVATH, Drawing; Manual Arts.

Graduate Whitewater S. N. S., '86; Graduate Pratt Institute, Brooklyn, N. Y., 1895; Student, Handicraft Guild, Minneapolis; Student Summer Session Art Institute, Chicago; Student University of Chicago, 1915-16; Supervisor of Drawing, Madison, Wis., 1896-1913; Instructor in Art Dept. of Peapaby College, Nashville, Tenn., Summer Sessions 1914-1917. At Whitewater, since 1916.

M. ADA DAVIS, Typing*

A. B., Neb. Wesleyan Univ., 1912; Graduate, Nebraska School of Business; Grad. Student, State University of Neb. Principal, Bloomington, Neb., 1916-18. Whitewater, 1918.

* Resigned

CAROLINE EDBORG, Critic in Second Primary Grades

Graduate, Illinois State Normal University, 1911; Summer School, Columbia University, 1918; Second Grade, Dwight, Ill., 1911-13; Director Teachers' Training School, Danville, Ill., 1913-18. Whitewater, 1918.

ALICE M. HODGE, Home Economics.

Graduate, Whitewater Normal School, 1902; Graduate, Stout Institute, 1904; Supervisor Domestic Science, Yakima High School, Washington, 1909-1918. Substitute at Whitewater, 1919.

FLORENCE A. FOXWELL, Kindergarten and Piano Rhythms.

Graduate, Milwaukee Normal School, 1911; Summer School, Milwaukee, 1917; Kindergarten Director, Kenosha, Wis., 1911-1917. At Whitewater, since 1917.

MAY ISABEL KAY, Critic in Intermediate Grades.

Graduate, Oshkosh Normal School, 1902; Grade Teacher, Grand Rapids, 1897-1900; Ward School Principal, De Pere, 1900-01; Principal Lapham School, Madison, 1902-08; Student, Teachers' College Summer Session, 1913. At Whitewater, since 1908.

HELEN B. KNOSKER, English.

State Normal School, Oshkosh, Wis., 1905; B. S., Northwestern Univ., 1914; Graduate Work, Univ. of Chicago, 1915; Prin. Ele. School, Manitowoc, Wis., 1907-1909; Sec. Y. W. C. A., Milwaukee, Wis., 1909-1912; Dean of Women and Teacher of English, Park College, Parkville, Mo., 1914-1916. At Whitewater, since 1916.

MARGRET GODFREY LANGE, Acting Dean of Women.

Whitewater State Normal, 1910; A. B., Univ. of Wis., 1914, Marshfield Public Schools, 1910-11; South Milwaukee Public Schools, 1911-12; Whitewater State Normal, 1914-15.

AMY WENTWORTH NOLL, Librarian.

Ph. B., Grinnell College, Grinnell, Ia., 1907; Student Summer Library School, University of Iowa, 1905; Assistant Librarian, Public Library, Grinnell, Ia., 1904-07; Cataloger, Public Library, Waterloo, Ia., 1908-11; Assistant Librarian, Iowa State College, 1912-17. At Whitewater, since 1917.

KATHERINE M. PATCH, Ass't. Physical Director of Women.*

Graduate, Chicago Normal School of Physical Education, 1918. Student Assistant, C. N. S. P. E. Camp, 1918. At Whitewater, since 1918.

GRACE R. POTTER, Director of Primary Education.

Graduate, Whitewater Normal, 1896; Teacher, Primary Grades, Madison, 1896-1901; Student, Teachers' College, 1907-08; Teacher Summer Sessions, School of Demonstration, 1908-11; Normal State Inspector of Primary Grades, 1913-14. At Whitewater, since 1901.

FLORA B. POTTER, Drawing; Manual Arts.

Graduate, Whitewater Normal School, 1892; Graduate, Pratt Institute, Brooklyn, N. Y., 1896; Student Handicraft Guild, Minneapolis; Chicago University Summer Session; Pittsburg University; Supervisor of Art, Johnston, Penn., 1896-1918; Instructor in Art in Summer Schools at DeKalb, Ill., La Crosse, Wis., Grove City College, Pa. At Whitewater, since 1918.

ETHEL E. ROUGH, Stenography; Assistant Principal, Commercial High School.

A. B. Doane College, Crete, Nebr., 1915; Summer School, State Normal, Peru, 1912; Nebraska School of Business, Lincoln, 1916; Commercial Department, High School, Falls City, Nebraska, 1916-17. At Whitewater, since 1917.

NETTIE C. SAYLES, In Charge of Grammar Course.

Whitewater Normal School, 1898; Teacher, Lower Grades, Brooklyn, Wis., 1892-94; Teacher, Grammar Grades, Evansville, 1898-1900; Teacher, Grammar Grades, Brainerd, Minn., 1900-06; Student, Teachers' College Summer School. At Whitewater, since 1906.

* Resigned.

JENNIE BENTLEY SHERRILL, History; Dean of Women.*

B. L., University of Wisconsin, 1902; Teacher of History and Mathematics, Township High School, Montfort, Wis., 1902-03; Teacher of History, South Belvidere High School, 1903-06; Ass't. to Dean of Women, Univ. of Wis., 1914-15. At Whitewater, since 1906.

MARTHA VOELKER, Critic in First Primary Grades*

Graduate, State Normal, Marquette, Mich., 1907; Primary Teacher, Norway, Mich., 1907-1910; Eveleth, Minn., 1910-1914; Summer Session, State Normal College, Ypsilanti, 1914; Teachers' College, 1915; Supervisor of Primary Grades, Eveleth, Minn., 1914-1917. At Whitewater, since 1917.

KATE R. WILLIAMS, Director of Physical Education of Women*

Graduate, Chicago Normal School of Physical Education, 1914; Physical Director, Y. W. C. A., Topeka, Kansas, 1914-18; Camp Director and Instructor, C. N. S. P. E. C., 1918. At Whitewater, since 1918.

CHARLOTTE ROBERTSON WOOD, Dean of Women. (Elect.)

A. B., Lawrence College, 1901; Graduate work in Summer Schools; Columbia University, 1916; University of Wisconsin, 1917; University of Chicago, 1918. Teacher of Languages in High Schools, Sturgeon Bay, Wis., 1901-06; Whitewater, Wis., 1906-08; Menomonie, Wis., 1908-09; Teacher of English, Summer School, Eau Claire, Wis., 1913-14-15. At Whitewater, since 1909.

LILLIAN C. NEIPERT, Clerk; Ass't. in Office Training.**JUANITE THIEDE, (To Feb., 1); Leone Anderson, Stenographer.**

* Resigned.

GENERAL INFORMATION

The Whitewater State Normal School was established in 1866 and opened April 21, 1868. Since that date nearly 2,600 students have graduated from the school. The quality of the teaching service rendered by these graduates has more than compensated the state of Wisconsin for the cost of their education. But Wisconsin is not the only state that is benefited by their influence and service. Whitewater graduates are holding important positions in many parts of the United States, and some have gone into educational works in foreign countries.

Whitewater, the normal school nearest the capital, is located in the southeastern part of the state. It is 46 miles south and east of Madison on the Prairie du Chien division of the Chicago, Milwaukee & St. Paul Railway, 13 miles from Milton Junction on the Chicago & Northwestern, and 51 miles west of Milwaukee.

Whitewater is one of the most beautiful and healthful towns in the central west. It is a residence place, hence an ideal school town. There are no saloons. Nearby are many famous resort lakes, notably Lauderdale and Geneva, and the Kettle range bluffs.

The State Normal School is located in the west part of the town, upon a campus unsurpassed in attractiveness. The original campus is a tract of ten acres and contains the most important collection of native and trans-planted trees and shrubs in the state—a valuable arboretum. Immediately adjoining, is the athletic field containing about seven acres.

Walworth County has an unusual number and variety of educational institutions, ranking close in this respect to the counties of Milwaukee and Dane. There are two state institutions in the county, the State School for the Deaf at Delavan and the State Normal School at Whitewater. It is the seat of one of the important units of the University of Chicago, the Yerkes Astronomical Observatory, located at Williams Bay. The summer sessions of the Association College of Chicago are held on the Lake Geneva Conference grounds. Here each year are gathered during the months of June, July, August, and September, the secretaries, physical directors, and other officers of the Y. M. C. A. of the North Central States; also the college conference of the Y. W. C. A. is held here. The Lake Geneva Conference is the oldest of the six national Christian Association Conferences, having been established in 1886. The Highland Military Academy is on the south shores of this beautiful lake.

At Whitewater is located the Morris Pratt Institute, the first permanent, endowed institution of learning under the auspices of spiritualism.

ORGANIZATION

The Whitewater State Normal School includes three separate divisions.

1. The Normal School offering the primary course, the grammar course; the principal's course, and the course for high school teachers; also the elementary training school.
2. The Commercial Normal School offering the general commercial course, the accounting course, the shorthand course, and the business course; also the commercial training high school.
3. The School of Rural Education offering a one year professional course, a two year course for non-high school students, and a two year special rural course for high school graduates; also model rural schools near Whitewater.

BUILDINGS

The institution is housed in three buildings. The original building constructed in 1866, being the oldest normal school building in the state, has received several additions; the east wing, the gymnasium, and the front

of what is now the main building. In this building are the general offices of the school, the assembly hall, all of the laboratories, most of the classrooms, the girls' gymnasium, and the commercial school. In the east wing are housed the commercial high school and the school of rural education. The girls' gymnasium, shower room and locker rooms are in one wing. The training school building, adjoining the main building on the west, was constructed in 1909, and is modern in construction. It houses the departments of the elementary training school, the departments of household economics and manual training, and the reference library.

The men's gymnasium, is a brick and stone structure of modern design. It contains a swimming pool, locker rooms, a shower room, a departmental office, classrooms, and a standard gymnasium floor.

It is now expected that the heating plant for which the appropriation was made two years ago is to be constructed during the coming school year. It will be located north of the men's gymnasium and will supply heat and light for all the buildings.

On the back campus is a small building of unique interest. It is a log cabin, for many years the pioneer home of a prominent family, which was moved to the campus and rebuilt, and is used as a small historical museum.

FINANCES

The school is supported by appropriations made by the legislature of the state and by the income from the normal fund. During the fiscal year from July 1, 1917 to June 30, 1918, there was expended for capital and maintenance and operation \$87,046.12. For the current fiscal year ending June 30, 1919 there has been appropriated for capital and maintenance and operation \$90,147. In addition, there is an appropriation for building purposes amounting to \$44,000. The legislature has been asked to increase this to \$60,000 the same to be used in the construction of a central heating plant during the coming year. The fees collected do not become a part of the income of the school but are remitted directly to the state treasurer.

The value of the buildings, grounds and equipment, as per inventory taken during the current year is approximately \$400,000.

EQUIPMENT

The equipment of the school is adequate for its purpose. The laboratories for physics, chemistry, botany, bacteriology, geography, and agriculture are provided with sufficient equipment to meet the needs of the courses offered. The main assembly room has a 1916 D. motiograph in a permanent booth; this is used for both slides and films. There is a science museum and a commercial museum for teaching purposes. The school has twelve pianos. The equipment for home economics, manual training, and craft is fairly complete, although no specialization in these subjects is offered. The equipment of the commercial school is unusual. See equipment, Page 63.

EXPENSES

It has never been so difficult to make a satisfactory statement concerning the cost of a year's schooling. Prices are changing constantly. Fortunately, some necessities are now cheaper. It is likely that the cost of necessities will be generally lowered. Two years ago, our student co-operative boarding clubs were conducted at a cost of \$2.25 per student per week. During June of 1919, the expense of the same clubs was \$3.25. The cost of fuel is an important item in determining the cost of rooms. At the present time, it is impossible to estimate the cost of fuel for the coming winter. Unless there is a considerable advance in the cost of fuel, rooming rates will be practically the same. The following estimates are

based upon a very economical average, and liberal allowance. This does not include expenses for traveling, clothing, etc.

Room	\$ 45.00	\$ 54.00	\$ 72.00
Board	108.00	117.00	170.00
Fees	13.00	13.00	13.00
Incidentals	40.00	56.00	65.00
Total	\$206.00	\$240.00	\$320.00

EARNING PART OF EXPENSES

Each year, the number of students applying for the opportunity to earn a part or all of the expenses of schooling increases. The reason for this is not plain. Certainly, the economic conditions in the state are better than in the past. It may be due to the growing desire on the part of the students to be self-supporting. If so, the change is beneficial, for it is well that students attend institutions of higher learning on their own initiative and largely earn their own resources. This school is making special plans to meet the demand of students for part time work. In order to assist the individual students in obtaining some kind of employment, it is necessary to have a reliable record of the student, his high school grades and experience in earning money. We cannot recommend to people in this community, the employment of students with whom we have no personal acquaintance and about whose reliability we know nothing. It is not usually advisable for a student to depend upon earning money during his first year in Whitewater. After the student has been found to be dependable and qualified to do some particular work, it will be easy to find the opportunities to earn money.

Our experience with students who apply for work has shown us that they do not long continue such outside employment. The most satisfactory method is to work by the hour rather than to attempt to work for room and board. A student can earn very much more by devoting himself to his studies and making a fine record, thereby getting a strong endorsement for a good position than he can by attempting to earn a part of his expenses while in the school. Our belief is that it is best for the student to devote himself to work during his two years in Whitewater, and that it is wiser to borrow money when possible than to depend upon work while in the school. However, we are prepared to help those who find it necessary to earn a part of their school expenses.

Students wishing to apply for work will please address the president's office or George C. Shutts, chairman of the Student's Employment Committee. Give definite information concerning age, kind of work wanted, and experience in such work; also the names of two responsible people in the community well acquainted with the student. Seniors, upon faculty endorsement, may borrow money from the alumni loan fund. The rules prohibit loaning of money to juniors.

WHICH SCHOOL TO ATTEND

This depends upon the course the student wishes to take, the distance of the school from home, the reputation of the institution, and the cost of a year's schooling. With the average student the item of expenses is all important, though he should not allow this to deter him from taking the course he really desires. Success depends largely upon the right kind of training, and for this reason he should insist upon the course which he believes is best for him. It is better to wait a year or two than to change well laid plans.

The high school graduate, planning to attend a higher institution of learning, has a wide choice of schools in Wisconsin, as well as numerous ones outside the state. Where shall we go? In these days of standardized schools it is safe to go to any reputable institution. Be certain, however, that it offers the course you wish and has the reputation of being the best school in the field you are choosing. The Whitewater Normal School

invites you to register here. The school has been in session for more than 50 years, its graduates hold good positions and are in demand. It is beautifully located. It has a special school for the training of teachers of commercial subjects, the leading school of its kind in the country. It has excellent facilities for athletics and the teams have made good records.

Again, the problem of means. If the student has a limited amount of money available, or, if, as is more often the case, he must earn a part or all of the expenses of his further education, he must face this question. If he enters upon a four year college course, it will require a large outlay of money even with careful management, and he will naturally hesitate to borrow such a large amount and for such a long period. He will then consider some plan for financing his education. It is not easy to earn money while making a record in school. He must realize also that only the members of the two upper classes, familiar with the opportunities of the college town, can hope to earn money to meet even a part of the expense. Here is the solution: Enter the State Normal School at Whitewater and take the two year course for the training of teachers. The cost of these two years of schooling will not exceed the cost of a year in the average college or university. At the end of two years you will have enough training to secure a teaching position with a good salary. Young women get from \$70.00 to 90.00 per month, and young men get from \$100.00 to 150.00 per month, such position depending upon the course taken, age, industry, and efficiency of the teacher. After teaching a few years and attending summer schools in the institution of his choice, the young person can afford a year in which to complete the college course.

There are a number of opportunities for commercial students to do bookkeeping, correspondence, and office work for people in Whitewater, usually as many calls as there are students who wish to work. The commercial student will find that his special training will enable him, in many cases, to pay his way through college, and for this reason, it is advisable for such students to devote their entire time to school work here than to earn money when taking a normal course.

The reason for attending a state normal school rather than a college is that it is less expensive. This applies with even more force to a high school graduate who wishes to spend but one year in a professional school, preparing to teach in a country school. The one year professional course gives the student a third grade certificate. The salaries in the best rural schools are now as high as are paid in city schools. One year at a state normal school at a cost of approximately \$200 will give the student an opportunity to earn not less than \$45 per month, and this year the best graduates are receiving \$60 to \$70 per month. After two years of teaching the student can return to the normal school and complete the regular course in a year and one summer school. In other words, the chief argument for attending a normal school, in the case of a student who expects to teach, is an economic one. The normal school gives excellent training. The expense is low, and the opportunity for a teaching position is practically certain. The work is accredited in the best colleges. For the young person of small means, it is the only certain way to obtain an education and to lay the foundations for a successful career. Educationally, this arrangement is better than the four year college plan.

THE APPOINTMENT COMMITTEE

The faculty of this school maintains an appointment committee whose business it is to recommend graduates to positions. In the past the committee has been able to find good positions for the graduates of each year. Any student, who satisfactorily completes a course, is practically certain of securing a good appointment. While students are advised to secure positions through their own efforts, every student is entitled to the service of the appointment committee.

SHORTAGE OF TEACHERS

There was a shortage of teachers last year, but the supply is smaller now than then. Salaries have increased more during the past year than in the past decade. The more important the position, the greater the increase in salary. From present indications, this shortage will increase during the coming year. This school has been urged both by the state and the nation to use every effort to secure the attendance of students in order that the supply of teachers may be kept as nearly normal as possible. There are so many opportunities open to young people today that it is no wonder some fail to recognize the importance of continuing their education. No young person should be tempted into a poor type of occupation merely for a temporarily large salary. Education is for a life time and one must not neglect such an essential for a small money advantage. Soon will come a time when careful preparation will be a necessity in order to retain a position. There will be a number of important results of the European war, and one of these will be the need for trained teachers. A greater efficiency cannot come to the nation except through better schools. The student who prepares at this time for that demand is the student who will receive the greatest reward.

Besides reducing the number of teachers available, the present unusual conditions in the nation will have the effect of sending more immature students into the normal schools. It will decrease the number of mature graduates available for the better positions. The experience of Whitewater shows that it is impossible to get enough mature men and women in the schools to meet the demand for teachers of more responsible positions. Persons who enter the state normal school when past twenty-one years of age, either with or without teaching experience, and complete the courses here receive excellent appointments. There is a demand for mature graduates. This ought to suggest to teachers of rural schools and state graded schools, the possibility of further normal school education.

PUBLICATIONS

The "Royal Purple" is a weekly paper devoted to the interest of the school as a whole. Twice a year, under the direction of a committee of the faculty, the editor-in-chief is selected from the student body by means of a simple competitive examination. This is open to all, both men and women, and the winner may gain a semester's credit in English by editing a satisfactory paper. Although experience is not required, students who have done journalistic work on a high school or city newspaper are more likely to win the editorship.

The "Minneiska" is the students' year book. The board and staff are chosen by the senior class. Members of the faculty committee advise and assist wherever possible, but the plans and work really rest with the students.

The normal Handbook is issued in August of each year by the Y. W. C. A. It contains a wealth of school data not found elsewhere—officers of all student organizations, a list of the important social functions of the year, rules for student government, a list of the student boarding clubs, map of Whitewater, etc. This handbook may be obtained only by application to the office.

REFERENCE LIBRARY

The reference library, located on the third floor of the training school, contains 16,000 bound volumes, 9,000 pamphlets, 7,500 mounted pictures, and several thousand clippings. These have been carefully classified, catalogued, and made readily accessible to all. Over 100 of the leading educational, technical, and popular magazines are received regularly, and a dozen daily and weekly newspapers.

The library contains several special collections of books. The Red-Star library, for the use of the children in the training schools, contains about 1,500 juvenile books. There are over 2,000 carefully selected books on

psychology and pedagogy, and a special collection of some 500 books on commercial subjects for the use of the commercial department. An attempt is being made to develop a model business library in connection with this department, to contain not only books, but all materials such as newspaper clippings, pamphlets, advertising mediums, etc., that contribute to the efficient management of modern business.

The library is the general laboratory for all work of the school, and every means is taken to encourage its use, to acquaint students with its resources, and to make it of most help in the preparation of school work. All users have free access to the shelves, and are permitted to borrow as many books, pamphlets, clippings, or pictures as are needed for school use. Only such restrictions are placed as are necessary to give all users an equal opportunity, and to provide for the proper care of books. The library staff is ever ready to give assistance to all who use the library.

Library Hours: 8:00 A. M. to 5:00 P. M. school days.

9:00 A. M. to 12:00 A. M. Saturdays.

TEXTBOOK LIBRARY

A textbook library of more than 15,000 volumes is maintained by the school. All necessary textbooks, including academic dictionaries and geography atlases, are furnished for a small rental which is included in the incidental fee. Notebooks, penmanship paper, drawing materials, bookkeeping supplies, etc., must be furnished by the students. The school supplies the test paper and ink.

PHYSICAL TRAINING AND ATHLETICS

The war has placed a new emphasis on the value of physical training and athletics. Our schools everywhere will give more recognition to this work and will need teachers who have ability and preparation. Students coming to Whitewater should take advantage of the splendid facilities offered to get the greatest possible amount of physical training work. There is a wonderful field open for young men who can coach athletics and teach commercial work in high schools. Good salaries are assured. Step out of the ranks and qualify. The Normal Conference awards a championship in football, basketball, and track.

The completion of the gymnasium and Hamilton Field gives Whitewater the finest equipment in the state for athletic and physical training work. The gymnasium is thoroughly equipped with locker rooms, showers, and a swimming pool in the basement floor, with basketball court 48x90 ft., on the main floor and seating capacity for at least 1,200 people. Every modern piece of apparatus is found on the gymnasium floor.

For track work there is provided a regulation quarter mile cinder track of the very latest construction with extended straightaway for hurdles and sprints. In front of the stand are the jumping pits and standards. The field is supplied with hurdles, weights, and other necessary paraphernalia for track and field work.

Inside of the track is located the football field. This is entirely of turf and drained by special sets of tiling. North of this is the baseball diamond constructed on the plan of those in the big leagues, with grass infield and skinned baselines.

The concrete grand stand has a seating capacity for 1,000 persons. This lies against the hill on the west side of the field, and from the top one may go directly into the dressing rooms of the gymnasium.

Athletic facilities for girls are especially good. The school year is composed of three distinct seasons, each season having its own special kind of out-door and in-door sports. Swimming continues throughout the year. During the fall season, we offer tennis and hockey. At the end of seven weeks' general practice, class teams are chosen and the season closes with a tournament. Hockey is played on the football field, which makes an exceptionally fine hockey field.

Next comes the winter season with swimming and basket-ball as major sports. Special attention is given to the technique of basket-ball and girls have an opportunity to learn the game thoroughly. Under supervision, they assist in coaching and refereeing. This season closes with a basket-ball tournament and swimming meet.

Spring sports include in-door base-ball, track, and tennis. This season closes with a basketball tournament, a large track meet for all the girls and a very lively tennis tournament.

A "W" sweater is awarded to all girls in the Normal who have been able to win five honors in any of the different sports offered. These sweaters are awarded at a special assembly for women's athletics.

Athletics are supported by the student body. Every student must purchase an athletic ticket at the time of enrollment, and this ticket will admit the holder to all contests for the year that are directly under the control of the Whitewater Normal School. This includes football, base-ball, basketball, track, hockey, and tennis meets.

The price of these tickets is \$2.00 and is authorized by the Board of Regents. The ticket must be paid for when a student enrolls. The tickets are non-transferrable and the student is protected against loss. They are also good for all contests in which the school takes part on the fields of other normal schools. A student leaving school at the end of the first half may have the ticket redeemed for one-half its face value.

PUBLIC SPEAKING AND DEBATING

This school believes in giving an opportunity for the developement in public speaking and debating. With this end in view, the school is affiliated with the State Normal Oratorical Association, the Inter-State Normal Oratorical Association, and with a triangular debating league consisting of Milwaukee, Platteville, and Whitewater.

Whitewater has established for herself an enviable record in public speaking activities. In 1918 we were represented by Miss Gladys Borchers, a Primary Senior, who won both the state and inter-state oratorical honors. In 1919 Miss Borchers' sister, Irma Borchers, won second place in the state contest.

The results of our debating work have been no less encouraging. In 1919 we debated the proposition: "Resolved, that our Federal Government should Own and Operate the Railroads of the United States." Our teams consisted of Gladys Kimble, Willard Taylor, Elmer Boettcher, Grace Fowler, Vernon Beardsley, and Laurella Heinz. That a great deal of interest was felt by the students and townspeople was demonstrated by the fact that the crowd in attendance filled nearly every seat in the big auditorium.

Each year the school presents medals to the winner of the local oratorical contest and to all who take part in the internormal debate. In addition, any student representing the school in an inter-normal oratorical or forensic contest is given a term credit in elective English.

By a resolution of the Board of Regents, each student is required to pay a fee of \$1.00 for which he is given a ticket admitting him to all debates, oratorical contests, and other school functions.

It is the aim of the Public Speaking department to make this work as practical as possible. That this may be done, public speaking engagements are secured for the students, who do good work, with women's clubs and other organizations. The preparation for these engagements is made a part of the regular class work. In 1919 a number of such engagements were filled by students thru the Public Speaking department. Some of the engagements secured were filled by debaters who spoke in Palmyra, Elkhorn, and elsewhere.

On page 42 may be found outlines of courses offered each year in Debating, Public Speaking, and Dramatic Reading. These courses are regular, credited courses in the English department.

THE TRAINING SCHOOL

Location

The elementary department of the training school is located in the west wing of the normal school building. It is a modern building of fireproof construction. In the basement are located the manual training shop and home economics rooms. The primary department occupies the first floor, and the grammar department occupies the second floor. There are two assembly and four classrooms in each of these departments.

Organization

The training school is organized into three departments; the primary, consisting of four lower grades and the kindergarten; the grammar, comprising the fifth to the eighth grades inclusive, and the high school. The high school is organized on a four year basis and it enables students who are preparing to teach both the commercial and academic subjects in high schools to have an opportunity to practice in the subjects they plan to teach.

The teaching force consists of nine teachers and the supervisor. A supervisory critic and three assistants have charge of the primary department, three critics devote their time to the grammar department, and the high school is in charge of a principal and an assistant. The faculty of the commercial school assists in the supervision of the teaching of the commercial subjects in the high school. In addition, the teachers of the various special subjects, namely, drawing, German, home economics, manual training, music, penmanship, and physical education, teach and supervise classes.

Professional Subjects Prerequisite to Practice Teaching

The students in the junior class in all departments are required to take a course in observation and pedagogy during the second and third terms. This course is given by the supervisor of the training school in order that a close relation may exist between the professional work and practice teaching. The class observes many lessons taught by supervisors, critics, and student teachers. The aim in the observation and discussion of these lessons is to show the students the application of pedagogical principles. In this way the students are led to appreciate the essential elements in the technique of teaching for they come in direct contact with the problems that will confront them when they begin their teaching in the training school. Psychology is preliminary or parallel to practice teaching, thus enabling the students to see the implication of psychological principles. Methods courses in at least three subjects are also required in the junior year. The practice assignments are made only in the subjects in which the students have taken courses in the normal department. An endeavor is made to relate the material in these courses to the work that is being done in the training school.

Time Devoted to Practice Teaching

Each student is required to teach at least two terms in his senior year. Should it be deemed advisable, a student may be required to teach another term. The opportunity is given to the student in most courses to take an additional term of practice, as an elective subject, should he desire it. The plan in the elementary school is to have students take charge of two classes each term, thus making it necessary for the student to have had experience in teaching four subjects, and in some instances six. In the high school department, owing to the greater length of the lesson period, the student teaches but one subject each term. Students are required to limit their practice to the department in which they are registered, unless granted special permission; that is, students taking the primary course are required to practice in the primary department in the training school, and students preparing to teach in high school practice in the high school department.

Function

The training school exists for the purpose of giving to the students in the normal school an opportunity to come into direct contact with actual schoolroom conditions. It is the most important feature in a modern normal school. Its needs should determine the character of instruction in every subject, as it is the department of the normal school that makes real and vital the problems of teaching. The student may be able to discuss intelligently the principles of instruction, but we cannot be sure that his ideas will function in the right way unless we are able to see him in action. When a student takes charge of a class a condition confronts him that he has not met before; namely, he is now responsible for the work that the children are doing in the class which he teaches. The response that the student makes to this situation furnishes the best standard which the institution can use in judging of his fitness to be a teacher.

The training school serves in the first place as a model school where students have an opportunity to observe skillful and experienced teachers, who have at their command facilities which are necessary for the best type of school instruction. An ideal is presented that is possible of attainment by adequately trained, conscientious, enthusiastic teachers of good intellectual ability. In the second place, the training school furnishes an opportunity for students to secure experience in the technique of class instruction. It is of great assistance to teachers to have an opportunity to teach under the direct guidance of expert supervisors before entering upon their work in a school system. The endeavor is made to have practice teaching conducted under conditions that will familiarize the student with the situation that one finds in a good public school.

Particular Aspects of the Work

The attempt is made to introduce to the students all phases of work that receive attention in the public schools. The scope of education is constantly becoming wider, new methods of evaluating work are being introduced, new means for attacking old problems are receiving consideration, and it is the duty of the normal schools to prepare teachers to meet the increasing demands. The subject of scales and tests for measuring school progress is receiving much attention at the present time. To thoroughly equip our students to understand the value of this movement, the theory of educational measurements is considered in the course in educational psychology, and practical experience in giving and scoring the most valuable standard tests is given in the training school when the students are teaching. For example, all penmanship work is scaled by the Thorndike scale for measuring penmanship; the Courtis and Woody tests are used in arithmetic; the Kelly and Gray tests are used in reading, etc. The student who has graduated from this school understands the purpose of the standard tests and scales, appreciates their value, and has had sufficient experience in giving and scoring tests to be able to administer them in any system of schools in which he teaches.

Another subject which is receiving considerable attention in the educational world is the subject of adapting the work to the individual. The tendency has been in the past to view the class as a homogenous whole, giving little or no attention to individual differences. The attempt is being made to organize the work in all departments of the training school so that both the child who is beyond the normal in intelligence as well as the one who is below shall receive the instruction which he most needs. Student teachers who come in contact with the plans that have been evolved to meet this situation are in a position to understand the problems when they meet them in the public schools.

A person who contemplates a course in a normal school should investigate carefully the opportunities offered for work in the training school. The opportunities in the training school for both observation and practice teaching should be a large factor in the determination of the selection of a school by a student who has decided to enter upon teaching as a career. Any one who will investigate the work in the training school

will find that the Whitewater Normal School offers exceptional opportunities in this respect. An investigation that has been made of the number of pupils in the training school in comparison with the number of teachers shows that in most schools in this country there are too few children in the training schools to furnish adequate facilities for student teachers to secure the training that will fit them for teaching classes in the public schools. Using this report as a basis for comparison, one will find that the Whitewater Normal School has a training department superior to most schools in this country. The three departments, namely, the primary, grammar, and high school, give the students an opportunity to teach in the training school the particular type of work for which they are preparing.

GIRLS' ORGANIZATION

Every girl in all departments of the normal, except the training school, and all the women of the faculty are members of the Girls' Organization. This society is an excellent unifying and democratic force in the school because of this broad membership.

The work of the organization is carried on by a board of ten members who are representative of the various departments and classes, and who have under them committees similarly made up.

During the first term, the organization was very active in French relief work, helped boost the United War Work Campaign, and made the most of its opportunity to help entertain the S. A. T. C. Later it backed the movement for the organization of study classes and helped to make them a success.

In addition to the above activities the organization has been responsible for the maintenance of the girls' rest room, has given several parties and dances, and obtained speakers for programs of special interest to girls.

RELIGIOUS SOCIETIES

The first student Young Women's Christian Association in Wisconsin was organized at Whitewater in 1889, and the membership of this pioneer association is at present a large one. The work of the society is directed by a cabinet of nine girls who are at the head of its committee organization. The Association is responsible for the information booth during the registration days, for the first reception to new students, for the leadership of the first go-to-church Sunday, and for the organization of Bible-study classes and social service work.

During the 1918-19 year, this organization co-operated with the war committee in the War Fund Campaign. It also aided the general school committee in organizing study classes which aimed at preparing our students for the reconstruction period after the war. The association is fortunate in being so near the National Student Conference for the Middle West, held every summer at Lake Geneva, thus making it possible to send a good delegation.

The Catholic Girls' Society joins with the Young Women's Christian Association in promoting Christian ideas and good fellowship among the girls. All the Catholic girls of the school are included in this society. Both of these societies influence greatly student life and thought by means of regular weekly meetings for study and discussion, frequent addresses given by faculty members, local and out of town speakers, which they secure for the school, and by their cordial co-operation with the churches of the town.

SOCIETIES

Various organizations are maintained in this school for the purpose of developing the social qualities and the executive ability of the students. Every member of the school is encouraged to belong to at least one organization; but, for obvious reasons, no student may, without special per-

mission of the faculty, belong to more than one organization which meets once a week on a school night. The largest and perhaps the most potent societies are the Girls' Organization, of which every young woman in school is a member and the Normal Boosters Club of which every young man is a member.

Two literary societies for young women, Aureola and Philomathia, offer opportunities for the development of special talents along musical and literary lines, for practice in public speaking, for training in parliamentary law, and for social intercourse in congenial groups. Weekly meetings are held, and occasionally a short play or program is presented in public.

The Athletic Association performs the usual duties of such an organization. Under its auspices a track meet is held, to which neighboring high schools are invited to send teams. This association also awards the official "W's" for excellence in sports.

The Women's Athletic Association is designed to stimulate an interest in appropriate forms of athletics among the young women, to organize class and special teams, and to award the girls' "W's".

The Oratorical Association has charge of all contests in public speaking and awards the official medals for excellence in such contests.

The musical organizations of the school include a glee club composed of both men and women and a treble clef club for women only. Membership in these organizations is open to all students who have had sufficient musical experience to be equal to the music attempted. The constituency of each is determined by the conductor in charge of the respective organizations. Weekly rehearsals of an hour are held. These groups furnish music for various public events and give one big concert each year.

Merely to name the other clubs is almost sufficient. The Story Tellers' League, which is affiliated with the National Story Tellers' League, aims to develop the power of oral expression, to encourage the art of story telling, and to acquaint its members with the best stories in literature. These clubs meet only once in two weeks, so membership in one does not debar one from membership in another.

SCHOOL LIFE

One of the most pleasing characteristics of this normal school is the excellent social spirit which permeates the institution. From the rather formal, though not formidable, faculty reception to the students, through the all-school Hallowe'en and Washington's birthday parties, the occasional matinee and evening dances, the interchange of class and club parties, and the girls' teas to the altogether informal picnics a few miles out in the country or, perhaps best of all, the suppers around the big-mouthed fireplace in our own log cabin, all afford good times in a wholesome atmosphere of splendid good-fellowship. Fortunately factions and exclusive cliques are practically unknown; in fact, a family feeling among the students as a whole is quite conspicuous and, of course, far stronger than it could be in a larger school. From four to five every afternoon the assembly room is a place for relaxation instead of work, and this welcome social hour always finds many groups engaged in informal conversation as in a home. In accordance with the idea that the school should be a social center, the Whitewater Normal offers every encouragement to the feeling that school days are the time of friendship, that jollity adds spice to life, and that happiness acts as a stimulant.

The promotion of social activities is a minor consideration compared with the more profitable enjoyment given to the student by and through the successful accomplishment of the serious duties connected with the school work. Though the library is devoted exclusively to quiet reading and study, the student derives as much genuine happiness from the library work as from the social activities. The spirit of the classroom, too, is one of lively interest and keen, though friendly, rivalry of wit and wisdom. Even the laboratories offer their own kind of satisfaction in

the application of acquired knowledge or the discovery of truth. Beyond all these, however, the highest pleasure of the student comes from the encouragement given to the advancement of the real student spirit which finds its chief delight in additional knowledge that results in greater power.

ADMISSION REQUIREMENTS

The Whitewater State Normal School is an integral part of the Wisconsin school system. For this reason graduates of the four year high schools of the state are admitted to all courses without examinations upon the presentation of a certificate of graduation from an accredited high school, signed by the principal. It is advisable to have this blank prepared and sent to the normal school in June. Prospective students should write to the normal school for blank certificates.

High school graduates who have had Geography, Arithmetic, U. S. History, and Grammar in the junior or senior year of their high school course will be excused from further academic work in arithmetic, geography, grammar and United States history. Such students are required, however, to take the courses in the method of these subjects.

Teachers who have taught successfully four years on any grade of certificate and who have secured a first grade county certificate, will be admitted to any diploma course of the Wisconsin schools on the same basis as high school graduates.

Candidates for admission to the normal school must be examined by competent physicians, appointed by the Board of Regents, or bring a certificate of good health from a home physician. Such examination excludes from the normal school candidates suffering from active goitre, valvular heart trouble, tuberculosis in any form, excessive limping gait, extreme spinal deformity, epilepsy, paralysis, or convulsions.

Notice: Students selecting the courses in this section of the catalogue are not allowed to elect courses for the training of commercial teachers. Penmanship, however, is open to all students. Only by taking enough work in the commercial high school to meet the requirements for entrance to the commercial school can students in other courses, or graduates of the regular course, enroll for commercial work.

Prospective students who are not qualified to enter the junior year will find conditions for admission on pages 52 and 90.

For admission to the commercial course, see page 61.

ADMISSION WITH ADVANCED STANDING

A student in good standing in one school may be admitted with full credit to another school of the Wisconsin Normal School system. A student from a normal school outside of the state will be given full credit on the basis of the Wisconsin standard.

Graduates of the one year professional course at Whitewater, or graduates of the teachers' training course, when it is a fifth year of an accredited high school, or graduates of a Wisconsin county training school, previously graduated from an accredited high school, will be given one full year of credit on the two year rural school course. Students with the credentials mentioned above whose standing shows strong work in the year of professional study, and whose work in the normal school is of the same character, may be given two-thirds of a year of credit on the regular courses; thus enabling the student to complete the course in one year and two summer terms. If the student's work is not of excellent quality it will be necessary to take a longer time to finish a course.

In order to obtain advanced credit, the student must complete and graduate from a regular accredited four year high school course, and then give a full year to the completion of the teachers' training course.

ADVANCED STANDINGS FOR NORMAL GRADUATES ENTERING COLLEGE

Students frequently ask for information concerning the amount of credit which a graduate of a particular course at Whitewater will receive

when applying for entrance to a college or university. The amount of such credit naturally varies, depending upon the student's scholarship, the normal course taken, and the college to be entered. Wisconsin institutions have rather definite rules governing entrance. In case of colleges outside of the state the matter is largely one of special adjustment. It is advisable for the student to think of college requirements when selecting the subjects of the high school course. Foreign language is a universal college requirement; such studies should be begun in the high school and four years of foreign language should be included. White-water offers four foreign languages, French, German, four years of Latin and two of Spanish. It is not possible to get more than two years of foreign language during the normal course, unless additional time is allowed.

University of Wisconsin Credit: The University of Wisconsin requires for graduation four years of work or 120 credits. The exact amount of university credit granted to a normal school graduate is determined by (1) the amount of foreign language taken in the high school course and (2) the composition of the normal courses and (3) courses selected in the university. To graduate with a degree of B. A. a normal graduate must have had at least four years of foreign language in high school, two years of the same in the normal school, and include in his university schedule a continuous study of one foreign language for two years in addition to the other requirements. No foreign language is now required to graduate with a Ph. B. degree. As there are various language requirements in the University, it is best for a student to write for further information either to the University or to the normal school.

EVALUATION OF STUDENTS' WORK

A unit of work is the amount done to satisfy the school's requirement in a regular subject reciting five times a week for a period of 12 weeks, or a term. All students are required to carry four units of work each term, and the equivalent of one unit in physical education one year. In order to complete a two year course a student must earn 25 units, or 125 credits. A record of the student's work is made in terms of credits. The satisfactory study of a subject for one period (50 minutes) per week of 12 weeks entitles a student to one hour of credit. The satisfactory completion of a five hour 12-week subject (one unit) gives a student five hours of credit.

A student's standing in a subject is determined by his daily work and the results of not less than two nor more than four written tests. Whenever a student's work is unsatisfactory for any reason, the instructor will issue a written notice requiring a conference. This is a warning notice and does not indicate a failure. The second notice about the same subject is evidence of a probable failure, and the student may be failed without further formality. Without such notice the student may assume that his work is satisfactory.

Five degrees of efficiency are used:

95% to 100% is marked I., 90% to 94% is marked I. minus, 85% to 89% is marked II., 80% to 84% is marked II. minus, 75% to 79% is marked III. Below 75% is marked F., failure.

In order to state mathematically the value of standards or grades, the faculty makes use of a plan called the credit point system. By this method a standing of I., is rated 5 points, I—, 4 points; II., 3 points; II—, 2 points; and III., is given 1 point. Practice teaching is rated the same. Thus a student with two years of credit all of a grade of II., would be rated 75 points, while a student with the same amount of work, 25 units, all of a grade of I., would be rated 125 points. The term rating of the average student should be between 8 to 14 points. Standings will be given once each term. Any student earning fewer than four points in a term will go to a three study basis automatically. While any student earning fifteen or more points may apply for a fifth subject.

The student who carries less than 10 hours of successful work will not be allowed to register for the following term unless permitted by the faculty for a good reason. To be eligible to represent the school in debate, oratory, or athletics, a student must be in good standing and carrying not less than 15 hours of work. No student shall carry more than 20 hours per week (25 hours per week in commercial course) without the consent of the president or the committee on student work. All seniors are required to obtain a standing of 90 % in spelling.

The school year is divided into three terms of 12 weeks each and a summer term of 6 weeks. A year of work is 36 weeks, whether done in three consecutive terms, or in two terms and two summer terms.

The recitation periods are 50 minutes in length with five-minute intermissions. The school day is divided into seven periods and assembly as follows:

1st. hr.	8:00 to 8:50	4th hr.	11:10 to 12:00
2nd hr.	8:55 to 9:45	5th hr.	1:30 to 2:20
Assembly	9:50 to 10:15	6th hr.	2:25 to 3:15
3rd. hr.	10:20 to 11:05	7th hr.	3:20 to 4:10

Library hours: 8:00 a. m. to 5:00 p. m.

ADDITIONAL SUBJECT PRIVILEGE

Two classes of students apply for the privilege of taking additional subjects; the ambitious, capable student, who believes he can do extra work, and the student who has failed in some subjects and wishes to make up the loss. The latter class are seldom allowed to attempt extra work, for obvious reasons. The first class mentioned may be granted the privilege of taking a fifth subject in the regular courses, or six subjects in the commercial courses, upon the following condition. The student must make written application to the Student Work Committee, naming the regular required subjects selected and the additional subject desired with the reason for wishing the privilege. The application is passed upon by the committee, by the person in charge of the course in which the student is registered, and by one of the instructors in physical education. If the petition is granted, a record of it is made in the President's office. If at any time the work of the student falls below passing, i. e., if he receives a poor work card, he must drop the extra subject. He is not allowed to drop a regular subject and carry the extra subject. Credit for extra work will not be recorded in the office if these provisions are not fully met.

The faculty has the authority to advise incompetent and unsatisfactory students to withdraw from the school or to dismiss such students when necessary. (By-Laws, Art. IX., Section 4.)

POLICY OF THE SCHOOL

The policy of our educational institutions in the past has been to furnish to all students a general training. It was hoped the training which students received in such courses would function in any walk of life. The fallacy of this position has been recognized, but the tendency to depart from custom and convention in educational practice has been of slow growth. In our normal schools we have found in the same classes students who were preparing themselves for teaching in all grades of the elementary school, students who were looking forward to teaching in high schools and to securing positions as principals, and even students who were taking a college course. Our normal schools in this state are now in a position to make such a differentiation of courses as will enable students to prepare for specific service. The administrative officers in the public schools ask for teachers who are competent to teach in certain grades. They realize that a primary teacher has an outlook quite different from that of a high school teacher. They appreciate that teaching in the grammar grades presents its own peculiar problems both in sub-

ject matter and method. Owing to the nature of the training they have received, teachers have not been conscious of this difference. Consequently we find many teachers not prepared for the work they are endeavoring to do. The aim in the following courses is to differentiate and present subject matter adapted to the needs of the different groups of students. Students who hope eventually to graduate from some college, professional school or university and who wish to study a foreign language are allowed to take a foreign language as an elective if they conform to the rule governing additional study privileges, see page 20.

COURSES FOR THE TRAINING OF RURAL, GRADE AND HIGH SCHOOL TEACHERS

The Primary Course

The primary course is outlined to furnish students the type of training that will function chiefly in the first four grades. Apart from the direct professional training gained from the pursuit of elementary and industrial art, drawing, music, plays and games, composition, history, geography, arithmetic, nature study, and literature, the purpose of this course is to impart to young women sympathetic appreciation of the child, for the central fact in primary education is the child as he stands at the threshold of his school experience—the child in all his mischievousness and fascination. The primary course teacher has a unique opportunity to mold mind and character. The educational world is gradually coming to realize the fact that the quality of the work done in the first four grades vitally conditions all subsequent training and with the growth of this opinion there has been laid down upon the training of primary teachers a greatly increased emphasis. Courses in primary education are becoming more and more clearly differentiated from other training courses and are being shaped to produce teachers who shall be specialists in their field.

It is true that the remuneration of the primary teacher is not commensurate with the value of the service rendered and yet there are many attractive positions open to those who have had adequate and proper training. The greatest compensation to the teacher must always lie in the satisfaction of having influenced life and helped in the unfolding of its manifold possibilities; this reward in a peculiar sense must come to the teacher of little children.

To you who love children and especially to you who feel that you have a talent for dealing with them and are puzzling over the choice of a course which shall fit you for the greatest usefulness, our training course offers a real opportunity.

The graduates of this department have gone out not only into the schools of our own state but also into other states. Everywhere they have won for themselves and for the school an enviable reputation as high grade teachers. It is significant that the communities into which these graduates have gone are demanding additional teachers from us as the quality of our training manifests itself in superior ability. Our course now enrolls students from several states, some having come from as far west as Montana and Washington.

The instructional staff of the department is of the highest excellence throughout. One of our teachers comes from recent experience in a splendid city school system and is a specialist in fitting our students for places in such a system. Another instructor is skilled in applying and in teaching others to apply the newest methods of measuring the capacities of children and in grading them in such a way as to insure to each child the proper apportionment of work. There is an unusually artistic teacher of native genius and wide experience in the classroom management of small children and from her work the practice teachers catch something of her exquisite technique.

It would be impossible in very limited space to present a comprehensive description of the course offered. However, mention may be made of some of the work which stands out because of the emphasis which is placed upon it. Reading is regarded as of very great importance. In the teaching of reading self-activity is the keynote. In the first grade more time is devoted to reading than to any other subject and a secure foundation is laid for future progress. Only the best and most scientific methods

are employed; rhythm and dramatization are used to stimulate interest and develop the desire to do whatever may be necessary to the getting of the stories. A course in Dramatic Arts is given to the seniors. This training is not reserved for a few specially gifted students but is considered as an essential part of the education of all. An effort is made to keep everything so simple in form that we may have child plays and child players throughout the country in public schools, social centers, and social settlements because of the training primary teachers have had in this line of work.

Music in the primary departments is not a thing apart by itself, but unifies, harmonizes, and makes joyous the entire life of the school. Through it, that discipline which means repression is made unnecessary. A free and happy outlet is given to the child's physical and spiritual activity, through frequent and varied rhythmic games, dances, and spontaneous original interpretations of music.

Complete and sympathetic co-operation exists between the normal and training school departments, a relation necessary to secure the results for which the course stands. It is not practical, however, to present in outline form all the inter-relations existing among the various activities, the subjects of study, and the modes of expression. In this connection, mention may be made of the social life in the primary department, the daily morning meetings, the special day exercises, and the festivals of the year which give motives and opportunity for practice in rhythm, dramatization and self-expression.

Junior Year		Senior Year	
First Term			
English	5 hrs.	Psychology	5 hrs.
Physical Education	3 hrs.	Geography	5 hrs.
Theory	5 hrs.	Practice	5 hrs.
Language Arts	5 hrs.	Elective	5 hrs.
Drawing	5 hrs.		
Second Term			
Music	5 hrs.	Social Education	5 hrs.
Physical Education	3 hrs.	Story Literature	5 hrs.
Pedagogy & Obs.	5 hrs.	Sanitation	5 hrs.
Language Arts	5 hrs.	Elective	5 hrs.
Drawing	5 hrs.		
Third Term			
Nature Study	5 hrs.	Dramatic Arts	5 hrs.
Physical Education	3 hrs.	Practice	5 hrs.
Pedagogy & Obs.	5 hrs.	History	5 hrs.
Arithmetic	5 hrs.	Elective	5 hrs.
Industrial Arts	5 hrs.		

Electives

Foreign Language 3, English Literature 1, Household Arts 1, Grammar Course Arithmetic 1, Dress Designing 1, Millinery 1, Penmanship 2, Practice 1, Craft 1.

There are three one term electives permitted in this course. Students may not elect outside of the list here given. The number of terms of elective work allowed is given after each subject.

In order to graduate from the course for primary teachers the student must earn 125 credits, of which five credits are in physical education and fifteen credits are limited electives. Students planning to enter college or university later should take a foreign language, unless they have had four years of it in high school. A record of the elective subjects chosen must be made in the office before such subjects can be taken or credited.

Kindergarten

Although no course in kindergarten training is offered, we realize that the strong primary teacher is the one who has some practical acquaintance with kindergarten ideals and methods. Each year there is a demand for primary teachers with some kindergarten training. In order to meet this need, we offer an elective quarter in kindergarten practice. Here the student teacher is given an opportunity for close observation of child life and, later on, for actual teaching. The student becomes acquainted with the best material in songs, stories, plays, and games suitable to a child of this age. The average teacher graduating from the primary course has no conception of the great gulf that generally exists between the primary and the kindergarten departments. It is because of her lack of this knowledge that so much time is lost. It is not until she has a keener insight into the needs of the younger child that she is able to understand the limitations of the six year old child she will meet in the first grade. The association with the tiny child, who comes directly from his home utterly dependent upon us for his social experiences, will make her a stronger and better teacher, more sympathetic in her dealings with him, and better able to cope with the child who will come directly from the home to the primary school.

OUTLINE OF SUBJECTS

Theory of Teaching (12 wks.) First Term **8:05-8:55**
10:15-11:05

The study of the elementary principles that govern the conduct of the recitation. The learning process: the nature and function of preception, memory, reason, imagination; appreciation; inductive and deductive thought; approach to methods of investigation of mental processes; how to study, thoroughness, economy of time and effort. The teaching process; the relation of motor activity to thought, "all consciousness is motor"; the problems of interest and attention; the formation of habits; motives and motivation; the review, the drill, the test. Text: **Thorndike**, Principles of Teaching. (James)

English I—Composition (12 wks.) First Term **1:30-2:20**
2:25-3:15

This course is organized upon the idea that a careful study of the various types of paragraph structure, supplemented by the writing of numerous short themes, will give the student a working knowledge of the principles governing effectiveness in the use of written English. It is intended that the course shall be intensely practical throughout. To this end there is constant emphasis upon those forms of composition a mastery of which will be most vital to a teacher. Text: **Scott and Denney**, Paragraph Writing. (Miss Knosker and Mr. Cotton.)

Language Arts (24 wks.) First and Second Terms **11:10-12:00**

A course dealing with the methods of teaching reading and language, story telling, self-expression, dramatization, and writing in the first four grades. The work of the children in the training school constitutes the basis of this course. This work is emphasized and supplemented by discussions, together with observations in the classroom in which the student is called upon to find application of her knowledge of psychology to classroom practice.

During the second term, two days in each week are given to the correction of bad habits in enunciation, pronunciation, phonics, etc., to help in the development of grace and power in oral reading and speaking. Text: **McMurry**, Special Method in Primary Reading; **Klapper**, Teaching Children How to Read; **Jenkins**, Reading in the Primary Grades; **Gesell**, Normal Child and Primary Education; **Shedlock**, The Art of the Story Teller. (Miss Potter and Mr. Cotton.)

Drawing (24 wks.) First and Second Terms **1:30-2:20**
2:25-3:15

This course is correlated with the work of the primary department in the training school, and is planned to give sufficient experience in methods and practice to meet the needs of primary teachers. Nature drawing, still-life, story-illustration, symbolism, value and color, lettering, black-board drawing, animal drawing, poster making, design paper cutting, picture interpretation, consideration of courses. (Miss Flora Potter.)

Pedagogy (12 wks.) Second and Third Terms **10:15-11:05**

The purpose of this course is to consider the aims of education, the essential factors in the educative process, and the materials of education. The different subjects of study in the primary grades are considered; the best methods of teaching these subjects receive attention; the necessary elements in teaching the different types of lessons, development, drill, appreciation, etc.; questioning and class management are discussed. Text: **Strayer**, A Brief Course in the Teaching Process; **Charters**, Methods of Teaching. (Maxwell and James.)

Observation (12 wks.) Second and Third Terms **10:15-11:05**

This course aims to present in a concrete way the problems in the technique of teaching. Many different classes in the primary department are observed; these lessons are analyzed, discussed, and evaluated in order that the student may appreciate the essential elements in good instruction. (Maxwell)

Elementary Industrial Arts (12 wks.) Third Term **1:30-2:20**
2:25-3:15

Designed to present methods of teaching, knowledge of processes and materials, and to give sufficient practice for the needs of primary teachers. Paper cutting, paper and cardboard construction, weaving, basketry, applied design, stick printing, clay modeling, sand table problems. (Miss Flora Potter)

Nature Study (12 wks.) Third Term **1:30-2:20**
2:25-3:15

The work in this course consists largely of a study of living plants and animals. Students are expected to become acquainted with the trees, shrubs, and other plants on the campus. Insects and birds are studied in the field. Methods of presenting the materials to different grades are discussed. Text: **Hodge**, Nature Study and Life; **Holtz**, Nature Study. (Watson)

Primary Arithmetic (12 wks.) Third Term **11:10-12:00**

The aim of this subject is to give students an opportunity to study children's minds in their reaction to the truths of number. Demonstration lessons in which the children are carefully stimulated give students material for a first course in arithmetic. Preparation of material and apparatus for number games, plays and drills is an important part of the work. (Miss Potter and Mr. Smith)

Vocal Music (12 wks.) Second Term **1:30-2:20**

Elementary theory and sight reading requisite for learning rote songs. Breath control and tone placing. Selection and interpretation of songs. Collecting and memorizing many rote songs. Developing rhythm and sweet tone quality in children. Methods of teaching songs and sight reading. Demonstration lessons given and discussed. Practice in accompanying and in conducting "social singing" for students who are adequately prepared. (Miss Lucy Baker)

Psychology (12 wks.) First Term **3:20-4:10**

Educational psychology in its three aspects: subjective, genetic, and

experimental. Inquiry into the origin and meaning of instincts and habits. Methods and laws of the acquisition of knowledge and skill. Doctrine of general training, experimental and other evidence, pro and con. Child study practice in the observation of children. Interdependence and correlation of the different powers of the mind as investigated experimentally. Psychological problems of experimental pedagogy. Some half-dozen typical laboratory experiments performed and discussed. Assignments by topics; a number of texts are available. Text: **Thorndike**, Educational Psychology: (James)

Social Education (6 wks.) Second Term 11:10-12:00

A study of the primary school as a social institution, the development of the social instincts of young children, the socialized primary course of study. Demonstration lessons, observation of children. Lectures, reading, and individual reports. Text: **King**, Social Aspects of Education. (Yoder)

Educational Measurements (6 wks.) Second Term 11:10-12:00

This course includes: a brief study of Terman's Intelligence Tests; the principal scales and tests in common use; the rating of pupils and making the class score sheet. Samples of the half dozen most common scales and tests are in the pupils' hands for detailed study. (James)

Geography Methods (12 wks.) First Term 8:55-9:45

The aim of the course is to prepare teachers to teach primary geography. Use of type studies, maps, pictures, museum material, geography stories, and journey geography developed. Special attention given to work in training school. Some observation work is done. Special study of primary geography books. Text: **McMurry**, Special Method in Geography. (Lathrop)

**Sanitation (12 wks.) Second Term 1:30-2:20
2:25-3:15**

The first part of this course consists of a brief study of foods, the work of the alimentary, circulatory, respiratory, excretory, and nervous systems by the laboratory method as a basis for the hygiene and sanitation. The second part of the course deals largely with the problems of hygiene and sanitation as related to the children in the primary grades. Laboratory work, lectures, and recitations. Text: **Hough and Sedwick**, Human Mechanism. (Watson)

Practice Teaching (24 wks.) Hours arranged

Each senior is required to teach at least two terms, and practically all inexperienced people are required to teach an additional term. Opportunity is also afforded to take practice one term as an elective. Each person teaches one or two subjects each term, thus making it possible for a student to gain experience in teaching a large number of subjects in the primary grades. (Maxwell)

Story Literature (12 wks.) Second Term 10:15-11:05

The aim of this course is to give an acquaintance with and an appreciation of the literary material for the primary grades, and a knowledge of the principles underlying the selection of this material. It includes (a) the study of the story as a form of art, its value and use in the school, and the various story interests of children; (b) the reading and study of the great sources of story material, such as mythology, national epics, legends and other folklore, and the retelling from these sources the stories that are best suited to the needs of the child; (c) a brief survey of the development of literature for children, and an extensive reading and evaluation of this literature with reference to its use in the primary grades. (Miss Knosker)

Primary History (12 wks.) Third Term**10:15-11:05****11:10-12:00**

A brief study is made of some of the fundamental ideas governing the teaching of history for any grade. These principles are then applied to the general discussion of the topics most commonly taught in the primary grades, namely: Prehistoric, Greek, Roman, Viking and Early Teutonic life, local and early state history and American colonial conditions. Much stress is placed upon bibliographies, story telling, lesson plans, dramatization, illustrative material, and hand work. There is direct co-operation, by means of demonstration lessons, with the training school and with the art and home economics department. (Miss Sherrill)

Dramatic Arts in the Primary Grades (12 wks.) Third Term 3:20-4:10

With the revival of folk dancing and folk songs for young people has come a renewed interest in folk tales, which leads inevitably to dramatization. The course aims to present methods of dramatizing stories for the primary grades. Various aspects of the educational use of plays are considered. The practical work of the course includes the selection and adaption of material which lends itself to the schoolroom stage. Piano Rhythms: This course is offered (a) to put the students in contact with the music for folk dances, singing games, and the various rhythmic movements; (b) to develop the sense of rhythm; and (c) to strengthen the ability to play the piano for rhythmic purposes in the schoolroom. Each student has the privilege of one supervised practice period per week. This work is done under the direction of Miss Foxwell. Arrangements may be made for additional daily practice. (Mr. Cotton)

Primary Household Arts (12 wks.) First Term**11:10-12:00**

Elective. This course aims to adapt household arts to the special problems of the primary teacher. The work includes (1) elementary sewing construction, (2) color theory worked out in the construction and dressing of the paper doll, and (3) a study of the ideal schoolroom considered from the decorative standpoint.

Penmanship (12 or 24 wks.) One Year**3:20-4:10**

Elective. One term is given to the mastery of the principles of penmanship for the primary grades. Another term is devoted to a study of penmanship exercises and drills especially suitable for pupils in the second, third, and fourth grades. The students are also given practice in blackboard writing as well as practice in counting and in teaching lessons before their own classes. Each student is required to prepare a complete series of plates for the course.

Grammar Course

With the increasing demand for education, more children are remaining in school until they have completed the work of the grades. For a long period the work of the upper grades was thought satisfactory and consequently few changes were made. Now, that larger numbers are remaining in these grades, more attention is given to them, with resulting improvements. Probably the upper grades will undergo more changes during the next few years than any other part of the school system. Educators are coming to recognize this as one of the most critical periods in the development of the child. Several new lines of work have been introduced and new methods of presentation are used. Some things that were excellent a few years ago are now obsolete and have been replaced by those more in keeping with the life of today.

There is a constant need for well equipped teachers of fifth, sixth, seventh and eighth grades in systems where each teacher has a separate grade. Since in many public schools the upper grades are being organized to do departmental or junior high school (seventh, eighth and ninth grades) work there is at present a great call for teachers prepared

especially to teach certain subjects in several grades. The greatest number of calls comes for teachers of English, history, mathematics and geography.

There are certain required studies in this course, but it is elastic enough to allow people to make special preparations in two or more subjects. Each person planning to do departmental or junior high school work should have at least two subjects in which he has done special study, and the more other subjects he can teach the better he is equipped.

To prepare for this work it is advisable to take an additional half year of time. This can be done in two summer schools, if necessary. In the additional half year work in commercial arithmetic, commercial geography, foreign language, history, English, and industrial arts will be given. This work will materially strengthen the qualifications of a student seeking a position in a junior high school.

To be a good grammar grade teacher, certain qualities are necessary.

One needs to be in sympathy with the boys and girls of that age; cheerful, fair-minded, and inspiring. Good health and physical vigor are important.

Some people do and should shun grammar grade work because of lack of scholarship. No other teacher in our whole school system needs so broad and general an education. Only good students may hope to become efficient teachers in these grades.

The grammar grade teachers are now paid the best salaries of any in the grades, and as the demand increases the salaries will increase. The call for people to fill the upper grade positions has always exceeded the supply. To prepare students especially for this work, the following subjects are offered:

Junior Year		Senior Year	
First Term			
Drawing	5 hrs.	Sanitation	5 hrs.
Theory	5 hrs.	Practice	5 hrs.
Geography	5 hrs.	Manual Arts	5 hrs.
Grammar	5 hrs.	Elective	5 hrs.
Physical Education	3 hrs.		
Second Term			
Drawing	5 hrs.	Psychology	5 hrs.
Pedagogy & Obs.	5 hrs.	History	5 hrs.
English	5 hrs.	Practice	5 hrs.
Arithmetic	5 hrs.	Elective	5 hrs.
Phys. Education	3 hrs.		
Third Term			
Music	5 hrs.	Social Education	5 hrs.
Pedagogy & Obs.	5 hrs.	Civics	5 hrs.
(a) Reading		Elem. Science	5 hrs.
(b) Literature	5 hrs.	Elective	5 hrs.
Arithmetic	5 hrs.		
Phys. Education	3 hrs.		

One hundred and twenty-five credits are required for graduation from the course for grammar grade teachers. Of these five are in physical education, and fifteen are elective. Students preparing for work in departmentalized grades will be allowed to omit two subjects, usually two electives, and take an additional five hours in the two subjects selected for further study. A record of this arrangement must be filed in the office before the work can be taken or credited. Students intending to enter the university or college later should elect a foreign language. (See additional subject privilege, page 20.)

List of Electives

Practice	Modern Literature
Craft	American Literature
Nature Study	Foreign Language
Millinery	Professional English

OUTLINE OF SUBJECTS

Theory of Teaching (12 wks.) First Term 1:30-2:20

The study of the elementary principles and empirical laws that govern the conduct of the recitation. The learning process; the nature and function of each of the fundamental intellectual processes; inductive and deductive modes of thinking; approach to the experimental methods of investigating mental processes, both qualitatively and quantitatively; economy of time and effort in study. The teaching process; the relation of motor activity to thought, "all consciousness is motor"; the problems of securing and keeping attention, of interest and its relation to study; the formation of habits; motives and motivation; the drill, the review, the test. Text: **Thorndike**, Principles of Teaching. (James)

Grammar Methods (12 wks.) First Term 11:10-12:00

A thorough study of the problems of teaching language and grammar in the fifth, sixth, seventh, and eighth grades. The first of the term some time is spent on the subject matter in grammar using the terms of the new nomenclature. Each student is required to do some observation and to prepare lesson outlines. Text: **Wilcox**, Daily English Lessons. (Miss Sayles)

**Drawing (24 wks.) First and Second Terms 8:00-8:50
8:55-9:45**

Designed to give the student sufficient practice in pencil, chalk, and water color handling to meet the requirements of grade teachers. It includes still-life, nature drawing, perspective illustration, lettering, design, poster making, color, picture interpretation, chalk modeling in map drawing, type landscapes for different countries, blackboard drawing. (Miss Cravath)

Elementary Industrial Arts (12 wks.) First Term 10:15-11:05

This course consists of practical problems in card-board construction, book-binding, basketry, stenciling, block printing, applied designs, home decoration, costume design, clay modeling. Methods of teaching and consideration of courses... (Miss Cravath)

English I—Composition (12 wks.) First Term 1:30-2:20

This course is organized upon the idea that a careful study of the various types of paragraph structure, supplemented by the writing of numerous short themes, will give the student a working knowledge of the principles governing effectiveness in the use of written English. It is intended that the course shall be intensely practical throughout. To this end there is constant emphasis upon those forms of composition a mastery of which will be most vital to a teacher. Text: **Scott and Denney**, Paragraph Writing. (Miss Knosker and Mr. Cotton)

Pedagogy (12 wks.) Second and Third Terms 8:55-9:45

The purpose of this course is to consider the aims of education, the essential factors in the educative process, and the materials of education. The different subjects of study in the grammar grades are considered; the best method of teaching these subjects receive attention; the necessary elements in teaching the different types of lessons, development, drill, appreciation, etc.; questioning and class management are discussed. Text: **Strayer**, A Brief Course in the Teaching Process; **Charters**, Methods of Teaching. (Maxwell and James)

Arithmetic (24 wks.) Second and Third Terms 8:00-8:55

An advanced course in arithmetic and methods of teaching it, consisting of a review of the subject to secure a higher degree of accuracy and rapidity of computation with abstract numbers, together with a greater power of thought in dealing with applied problems; an organization of the matter of arithmetic for adaption to the intermediate and grammar grades. Text: **Hoyt and Peet**, Everyday Arithmetic. (Smith)

Vocal Music (12 wks.) Third Term 1:30-2:20

Elementary theory. Especial stress on accurate music reading of melodies and part music. Correct vocal habits stressed. How to select and present rote songs. Song interpretation. Conducting. Care of the child's voice in the various grades. Methods and material for sight reading and "social singing." Actual practice in accompanying and in conducting choral singing. Demonstration lessons given by the teacher. Music appreciation through use of the Victor. (Miss Lucy Baker)

Reading (12 wks.) Third Term 11:10-12:00

Since literature is a composite of thought and feeling, its effective oral interpretation depends upon the reader's ability to apprehend and reproduce both sense and emotion. Stress is laid upon the correction of bad habits in enunciation, pronunciation and other technical matters of importance in the mechanics of expression. This course bears much the same relation to the problems of reading as English I does to the problems of writing. Text: **Bassett**, A Handbook of Oral Reading. (Cotton)

**Sanitation (12 wks.) First Term 1:30-2:20
2:25-3:15**

The first part of this course consists of a brief study of foods, the work of the alimentary, circulatory, respiratory, excretory, and nervous systems by the laboratory method as a basis for the hygiene and sanitation. The second part of the course deals with problems of personal hygiene, school sanitation, and public sanitation. Laboratory work, lectures, and recitations. Text: **Hough and Sedgwick**, Human Mechanism. (Watson)

Practice Teaching (24 wks.) Hours arranged

Each senior is required to teach at least two terms, and practically all inexperienced people are required to teach an additional term. Opportunity is also afforded to take practice one term as an elective. Each person teaches one or two subjects each term, thus making it possible for a student to gain experience in teaching a large number of subjects in the grammar grades. (Maxwell)

History Method (12 wks.) Second Term 11:10-12:00

This course gives first a background of professional work, which treats of aims in teaching history, selection and organization of material, use of sources, maps, correlative reading, and illustrative materials. Especial attention is given to courses of study for elementary schools and for junior high schools. Some block of modern history is studied as intensively as time permits, the aim being to give a body of facts, to apply the professional principles just studied, and to show how material may be adapted for use in the elementary schools. Texts: **Johnson**, Teaching of History; **Hazen**, Modern European History. (Miss Sherrill)

Geography Methods (12 wks.) First Term 10:15-11:05

Deals with special problems confronting the teacher of geography in the intermediate and upper grades. First half of the term is devoted chiefly to methods. Study is made of general methods of presenting the subject with special study of difficult problems. Discussion of best

supplementary readers and how to use them. Government publications and other supplementary material—how to use and how to secure. The last half of the term gives a thorough review of subject matter with special attention to difficult topics. Text: **McMurry**, Special Method Geography. (Lathrop)

Observation (12 wks. Second and Third Terms

8:55-9:45

This course aims to present in a concrete way the problems in the technique of teaching. Many different classes in the grammar department are observed; these lessons are analyzed, discussed, and evaluated in order that the student may appreciate the essential elements in good instruction. (Maxwell)

Principals' Course

The principal's course is designed to meet the needs of two classes of students: (1) those who are preparing to be principals of state graded schools and (2) those who wish to become principals of city elementary schools. In order to meet the needs of both classes of students, two courses of study have been provided, the regular course being designed for principals of state graded schools and the special course allowing electives which may be chosen to prepare for city grade principalships.

In most of the state graded schools, the principal must teach manual training and agriculture in addition to the common school subjects. This course offers two terms of work in both manual training and agriculture. In the manual training shop the students will have an opportunity to do bench work, concrete construction and work with power machines. Special attention is given to the organization of the manual training work as outlined in the manual for state graded schools. The work in agriculture consists of two advanced courses in Animal Husbandry and Farm Soils and Crops. Field trips bring the students into first hand knowledge of farm animals and farm crops.

An attractive feature of both courses is the large number of elective subjects, allowed to meet the individual needs of each student. There are six credits of elective work in each course. Those who expect to attend a college or university at the close of their normal course, will find the **special course** for principals especially suited to their needs. The first two years of college work can be done here at very much less expense and with a type of social development not available in a large university. By selecting the elective subjects to meet the requirements of the college which a student expects to attend, he will get full credit for the work done here.

The six elective credits also permit the specialization which is necessary for teaching in Junior High School work. Those who are interested in preparing for Junior High School teaching should consult the supervisor of this course to see how this program will enable them to prepare either for a principalship or for a special instructor in a Junior High School.

There are many calls each year for young men and women to serve as principals of village schools. The compensation is attractive and these positions serve as a means of gaining valuable training for those who are ambitious to go into the field of supervision. Such positions offer the opportunity to see all the work of the grades and some high school work. There is not a better field in which to study the problems of education than that offered by the principalship of a village school. It gives experience in community leadership in addition to the usual school problems—the preparation of a course of study, the selection of equipment, the selection of teachers, the selection of text-books and supervision and teaching in the various grades. The work in supervision is especially adapted to meet the problems which face the principal of a small school.

For State Graded Schools

Junior Year

Senior Year

First Term

Theory	5 hrs.	Psychology	5 hrs.
English	5 hrs.	Practice	5 hrs.
Arithmetic Methods	5 hrs.	*Algebra Methods	5 hrs.
Agriculture	5 hrs.	*Elementary Science	5 hrs.
Phys. Education	3 hrs.		

Second Term

Pedagogy or Observation.....	5 hrs.	Social Education (6 wks.)	
Reading and Literature.....	5 hrs.	Educational Meas. (6 wks.).....	5 hrs.
*Bookkeeping	5 hrs.	Practice	5 hrs.
Manual Training	5 hrs.	History	5 hrs.
Phys. Education	3 hrs.	*Elementary Science	5 hrs.

Third Term

Pedagogy or Observation.....	5 hrs.	Supervision	5 hrs.
Geography	5 hrs.	Sanitation	5 hrs.
Manual Training	3 hrs.	*History or Economics.....	5 hrs.
Drawing, Mech.	2 hrs.	*Drawing	3 hrs.
Agriculture	5 hrs.	*Penmanship	2 hrs.
Phys. Education	3 hrs.		

*May be substituted for with any elective subject.

For City Elementary Schools

Junior Year

Senior Year

First Term

English	5 hrs.	Psychology	5 hrs.
Theory	5 hrs.	Practice	5 hrs.
Arithmetic Methods	5 hrs.	Agriculture	5 hrs.
Elective	5 hrs.	Elective	5 hrs.
Phys. Education	3 hrs.		

Second Term

Pedagogy or Observation.....	5 hrs.	Social Education (6 wks.)	
Reading or Literature	5 hrs.	Educational Meas. (6 wks.).....	5 hrs.
Manual Training	5 hrs.	Practice	5 hrs.
Elective	5 hrs.	History	5 hrs.
Phys. Education	3 hrs.	Elective	5 hrs.

Third Term

Pedagogy or Observation.....	5 hrs.	Supervision	5 hrs.
Geography	5 hrs.	Sanitation	5 hrs.
Literature	5 hrs.	History or Economics.....	5 hrs.
Elective	5 hrs.	Elective	5 hrs.
Phys. Education	3 hrs.		

Electives

Any course listed in the primary, grammar, or high school departments may be taken as an elective. Six terms of elective privileges are allowed so that students who desire may take two years of foreign language.

The bookkeeping course is a special course planned for the principals of state graded schools. Typewriting may be taken as an extra subject with the high school classes, but no credit will be allowed for this work toward graduation.

Commercial economics and commercial geography may be elected in this course. Other commercial subjects cannot be taken by students in this department.

Before graduating from this course for the training of principals, the student must have earned one hundred and twenty-five credits, five of which are to be in physical education and thirty elective credits.

OUTLINE OF SUBJECTS

Theory of Teaching (12 wks.) First Term 1:30-2:20

The study of the elementary principles and empirical laws that govern the conduct of the recitation. The learning process: the nature and function of each of the fundamental intellectual processes; inductive and deductive modes of thinking; approach to the experimental methods of investigating mental processes, both qualitatively and quantitatively; economy of time and effort in study. The teaching process: the relation of motor activity to thought, "all consciousness is motor"; the problems of securing and keeping attention of interest and its relation to study; the formation of habits; motives and motivation; the drill, the review, the test. Text: **Thorndike**, Principles of Teaching. (James)

English I—Composition (12 wks.) First Term 8:00-8:55

This course is organized upon the idea that a careful study of the various types of paragraph structure, supplemented by the writing of numerous short themes, will give the student a working knowledge of the principles governing effectiveness in the use of written English. It is intended that the course shall be intensely practical throughout. To this end there is constant emphasis upon those forms of composition a mastery of which will be most vital to a teacher. Text: **Scott and Denney**, Paragraph Writing. (Miss Knosker and Mr. Cotton)

Arithmetic (12 wks.) First Term 8:55-9:45

The methods of presenting the various topics of arithmetic are given special attention. A review of upper grade arithmetic is given to secure a higher degree of accuracy and rapidity in computation, together with a greater power of thought in applied arithmetic. Various drill devices are discussed and used in the class. Lists of practical applied problems are required of students to develop the power of selecting suitable applied problems for supplementary work. Texts: **Chadsey-Smith**, Efficiency Arithmetic. (Smith)

Agriculture I—Animal Husbandry (12 wks.) Second Term 10:00-12:00

This course will cover the field outlined in secondary animal husbandry texts. It includes such topics as types and breeds of animals, the judging of animals, the feeding of animals, balanced rations, breed associations, pedigrees, and similar subjects. (Schmidt)

Agriculture II—Farm Crops and Soils (12 wks.) Third Term 2:20-4:10

This course will be based upon the work outlined in texts on crops and soils. It will consist of a study of farm crops, of seed selection and testing, of scoring and grading grains, and of the characteristics and eradication of weeds. The work in soils will include a study of the classes and types of soils, the improvement of soils, crop rotations, soil fertility, commercial fertilizers, soil survey maps, and kindred topics. (Schmidt)

Pedagogy (12 wks.) Second and Third Term 8:55-9:45

The purpose of this course is to consider the aims of education, the essential factors in the educative process, and the materials of education. The different subjects of study in the principal's department are considered; the best methods of teaching these subjects receive attention; the necessary elements in teaching the different types of lessons, development, drill, appreciation, etc.; questioning and class management are discussed. Text: **Strayer**, A Brief Course in the Teaching Process; **Charters**, Methods of Teaching. (James)

Observation (12 wks.) Second and Third Terms 8:55-9:45

This course aims to present in a concrete way the problems in the technique of teaching. Many different classes in the principal's department are observed; these lessons are analyzed, discussed and evaluated in order

that the student may appreciate the essential elements in good instruction. (Maxwell)

Bookkeeping (12 wks.) Second Term 8:55-9:45

This course is intended to teach the fundamentals of elementary bookkeeping in such a thorough manner that the student will be able to teach a beginning course. It is treated as a branch of applied arithmetic and is built up on the knowledge of arithmetic which the student already has. Emphasis is placed on the fundamental ideas so as to get as complete a course as possible in a short time. Text: **Klien**, Bookkeeping and Accounting. (Denise)

**Manual Training (24 wks.) Second and Third Terms 10:15-11:05
11:10-12:00**

This course is designed to fit principals to lay out and administer a course in elementary wood working. The first term is given to a study of the course as outlined in the State Manual for Graded Schools and corresponding shop problems done. The second term is devoted to more advanced cabinet work with some work in concrete construction. Instruction in the selection, purchase, and care of tools is given. **Wood and Smith**, Prevocational and Industrial Arts. (Smith)

Geography Methods (12 wks.) Second Term 1:30-2:20

This course intends to give the student a thorough review of subject matter and methods of supervision. The principal is called upon to supervise courses in physical geography, commercial geography, and general geography. Attention is given to the problems arising from such supervision. Work is made as concrete and practical as possible. Problems in connection with training school are studied. Standard Texts and extensive library work. (Lathrop)

Psychology (12 wks.) First Term 8:55-9:45

Educational psychology in its three aspects: subjective, genetic, and experimental. Inquiry into the origin and meaning of instinct and habit; equipment of the child on entering school; growth of the higher thought processes. Methods and laws of the acquisition of knowledge and skill; the graphic representation of interdependent quantities, the learning and forgetting curves. The doctrine of general training, experimental and other evidence, pro and con; adolescence, its problems and their bearing on education. Interdependence and correlation of the different powers of the mind as investigated experimentally. The psychological problems of experimental pedagogy. A few typical laboratory experiments are performed and discussed. Assignments are by topics; a number of texts are available. Text: **Thorndike**, Educational Psychology. (James)

Algebra Methods (12 wks.) First Term 8:00-8:50

The purposes of this course are: To review the processes of elementary algebra; to analyze and organize the subject matter of algebra with regard to its mastery by high school students; to secure a better understanding of general number and the adaption of the literal notation to express it; to train pupils to investigate relations of quantity, expressing operations and results in algebraic symbols, and to interpret these symbols into rules or principles. Text: **Milne**, Academic Algebra. (Shutts)

Elementary Science (24 wks.) First and Second terms 11:10-12:00

(a) The first term's work consists of an introduction to science work, from the biological side, for children in the upper grades. Plant and animal forms that are accessible for most teachers are made the basis for study. Lesson plans are made for topics adapted to children in different grades. Short excursions are taken to observe and collect as many forms as time permits. The study of insects, birds, trees, and weeds is con-

ducted partly from the economic point of view, emphasis being placed on the injuries or benefits to man caused by these forms of life.

(b) The second term's work includes a study of selected material from physics, chemistry, and physiography, which can be used to good advantage in teaching science to children in the upper grades. Laboratory work is necessary in connection with many of the topics. Lesson plans and bibliographies are required. Text. (Watson)

Social Education (6 wks.) Second Term 11:10-12:00

A study of the school as a social institution, the development of social instincts during adolescence, the socialized course of study, plans for social center work. Lecture, library reference, and individual reports. Text: **King**, Social Aspects of education. (Yoder)

Educational Measurements (6 wks.) Second Term 11:10-12:00

This course is made strictly practical and applicable to actual measurement and testing. It includes: the units of excellence and difficulty; individual standard tests and scales, how to apply them, and how to obtain in each case the pupils' scores and the class score. Texts: **Thorndike's** Writing and his Silent Reading; **Ayers' Writing** and his Spelling; **Woody's** Arithmetic; **Courtis' Arithmetic**; **Hillegas' Composition** **Kansas' Silent Reading** tests are in the students' hands. (James)

History Method (12 wks.) Third Term 2:20-3:15

This course gives first a background of professional work, which treats of aims in teaching history, selection and organization of material, use of sources, maps, correlative readings, and illustrative materials. Especial attention is given to courses of study for elementary schools and for junior high schools. Some block of modern history is studied as intensively as time permits, the aim being to give a body of facts, to apply the professional principles just studied, and to show how material may be adapted for use in the elementary schools. Text: **Johnson**, Teaching of History; **Hazen**, Modern European History. (Miss Sherrill)

History (12 wks.) Second Term 10:15-11:05

A special course open to students in the principal's course. The work will be adapted to the needs of the majority of the class. The aim is to supplement the student's knowledge of ancient and modern history. The student may choose between this course and a course in economics. (See economics under commercial courses.) Standard texts. (Miss Sherrill)

Penmanship: Emphasis is placed in this course on two points, (1) ability to write a plain legible hand, and (2) methods of teaching and supervising the teaching of penmanship in the grades. ()

School Supervision (12 wks.) Third Term 8:00-8:50

Principles of selection and organization of subject matter; the state graded school manual as a typical course; supervision of the primary grades; the departmental grades and junior high school organization for the upper grades; methods of supervision—standard tests, outline plans, teachers' meetings, etc.; standards for physical conditions; selection of text-books; retardation and elimination of pupils; discipline; supplies; reports and records. Reports are required from reference books on the various topics listed in the course. Text: State Manual: Standard texts. (Smith)

Drawing (12 wks., 2 days per week) Third Term 10:15-11:05

This course is planned to correlate with shop work. It consists of problems in lettering, mechanical drawing, constructive and decorative design. (Miss Flora Potter)

Drawing 12 wks., 3 days per week) Third Term 8:55-9:45

This course includes the following topics: use of the pencil, crayon, water color in the expression of form and color; perspective; illustrative work and elementary problems in construction to correlate with other subjects;

poster; preparation of an exhibit; consideration of art in its relation to community life—dress, home, grounds. (Miss Flora Potter)

English VI—Reading (12 wks.) Third Term 8:00-8:50

Since literature is a composite of thought and feeling, its effective oral interpretation depends upon the reader's ability to apprehend and reproduce both sense and emotion. Stress is laid upon the correction of bad habits in enunciation, pronunciation and other technical matters of importance in the mechanics of expression. This course bears much the same relation to the problems of reading as English I does to the problems of writing. Text: **Bassett**, A Handbook of Oral Reading. (Cotton)

Modern Literature (12 wks.) Third Term 2:25-3:15

A study of some of the literary forms in prose of the present day, including the modern prose drama, the novels and the short story. The aim is to develop in the student a permanent interest in the best contemporary literature. Text: **Moulton**, Short Stories; **Dickinson**, Chief Contemporary Dramatists. (Miss Knosker)

**Sanitation (12 wks.) Third Term 8:55-9:45
10:15-11:10**

The first part of this course consists of a brief study of foods, the work of the alimentary, circulatory, respiratory, excretory, and nervous systems by the laboratory method as a basis for the hygiene and sanitation. The second part of the course deals largely with the problems of hygiene and sanitation as related to the children in high school grades. Laboratory work, lectures and recitations. Text: **Hough and Sedwick**, Human Mechanism (Watson)

Junior High School Teachers' Course.

No department of our schools offers a more interesting field for teaching than the Junior High School. The movement for the establishment of these **intermediate** schools has spread with great rapidity in the last ten years and many of the cities in Wisconsin have already organized Junior High Schools or are planning to do so.

This new type of school is an outgrowth of the belief on the part of advanced educators that the psychology of adolescence demands a differentiation of the work of the upper grades from that of the six lower grades. An attempt was first made to meet this demand by departmentalizing the upper grades without changing the course of study. This led to the organization of a school which includes the ninth grade with the seventh and eighth, to the reorganization of the course of study so as to make the work more prevocational in nature, to the lengthening of the recitation period with a corresponding reduction of subjects taken during a term and to an organization of the activities of the Junior High School to meet the interests and needs of adolescent children.

Superintendents are beginning to realize that specially trained teachers are needed to make these schools successful. Are you interested in preparing yourself to teach pupils in probably the most critical period of their whole education? We need teachers who can guide adolescent pupils and hold them in school instead of those who drive them out by their impractical and uninteresting teaching. This work demands teachers of strong personality and excellent scholarship.

This course should appeal especially to high school graduates who prefer to teach older children and to teachers now in the service who have not finished a two-year normal course.

Junior Year		Senior Year	
First Term			
Theory	5 hrs.	Psychology	5 hrs.
Required English	5 hrs.	Practice	5 hrs.
Mathematics	5 hrs.	Elective	5 hrs.
Elective	5 hrs.	Elective	5 hrs.
Physical Education	3 hrs.		
Second Term			
Pedagogy	5 hrs.	Social Ed. or Ed. Meas.....	5 hrs.
Literature	5 hrs.	Practice	5 hrs.
History	5 hrs.	Elective	5 hrs.
Physical Education	3 hrs.	Elective	5 hrs.
Third Term			
Observation	5 hrs.	Problems of the Junior High	
Geography	5 hrs.	School	5 hrs.
Drawing	5 hrs.	Sanitation	5 hrs.
Elective	5 hrs.	Elective	5 hrs.
Physical Education	3 hrs.	Elective	5 hrs.

As shown in the course as outlined above, there are 9 elective credits in this course. A limited amount of specialization in two or more lines of work is necessary to fit a student for teaching in a Junior High School. The following outline shows the courses which can be taken under this system of electives.

Electives for Specialization.

Science: Nature Study, Botany, General Science, Agriculture, Bacteriology, Advanced Physics, Advanced Chemistry.

Mathematics: Algebra Methods, Advanced Algebra, Advanced Geometry, Trigonometry, Analytical Geometry.

History: Economic History, Civics, Money, Credit and Banking.

Literature: Modern Literature, American Literature, Methods of Teaching English, Public Speaking, Argumentation and Debating, Library Methods, Interpretative Reading.

Drawing: Industrial Arts, Drawing, Craft.

Music: Vocal Music.

Home Economics: Cooking, Food Demonstration, Sewing, Dress Designing and Dress Making, Millinery.

Geography: Physiography, Commercial Geography, Economic Geography.

Foreign Languages: French, Latin, Spanish, German.

In choosing electives the student should choose those which make a good teaching combination as Mathematics and Science; History and Geography; English and History or English and Foreign Language. Special courses adapted to the needs of Junior High School teachers will be organized as they are needed.

High School Teachers' Course.

Within the next few years the need for teachers will be greater and the opportunities more promising for high school work than ever before. An increasingly large number of such positions will have to be filled by normal school graduates of the High School Teachers' Course.

Unlike the courses for teachers in elementary schools, the length of the high school teachers' course is three years, but merely a casual investi-

gation of comparative salaries will convince the most skeptical that the additional investment of time and money is more than compensated. The money remuneration is not, however, the only consideration. A high grade of mental ability and real sympathy with young people of high school age are fundamental requirements for success in this work. At no time in his life is a person more susceptible to the personal influence of his teacher than when he is in high school; at no time must a person be dealt with more intelligently and tactfully; at the same time, individual development is never more interesting. The high school teacher must have a big heart and a broad mind. If these personal requirements are met the prospective teacher has an unusual opportunity in this course in that he may pursue the studies he likes best and thus begin to gain the advantages of a specialist. High school teaching is often the first step toward advanced educational work.

Whitewater maintains a course for high school teachers and is prepared to give the necessary training to a limited number of students in English, mathematics, history, and certain sciences. Because the inexperienced teacher must, of course, begin in a small high school where he will be required to teach two or three different subjects, his academic work should not be too narrowly specialized. Our course requires the choosing of two major subjects, one of which is studied throughout the three years, the other, two years, and one minor subject, studied throughout one year. The professional work includes the great advantage of a whole year of supervised teaching.

This course consists of 37 units of work, one of which is in physical education. One unit of work is the equivalent of five prepared recitations every week for one term. Five hours credit is given for the satisfactory completion of one unit of work. To secure the diploma and certificate in the High School Teachers' Course the student must have earned a total of one hundred and eighty-five hours credit. When entering upon this course the student must confer with the president of the school or the head of the department and arrange an acceptable program of studies. The course must include the following:

First major subject, 9 units	45 hrs. credit
Second major subject, 6 units	30 hrs. credit
One minor subject, 3 units	15 hrs. credit
Professional subject, 8 units	40 hrs. credit
Required language, 3 units	15 hrs. credit
Physical education, 1 unit	5 hrs. credit
Elective subjects, 7 units	35 hrs. credit

Perhaps the most attractive minors are music, drawing, domestic science and penmanship. Students who are interested in athletics will find it especially advantageous to take enough physical education to make it a minor subject. All students in this course are required to have a full year of practice teaching.

Junior Year

First Term		Second Term	
Theory of Teaching	5 hrs.	Pedagogy and Obs.....	5 hrs.
English	5 hrs.	English	5 hrs.
Major Subject	5 hrs.	Major Subjects	5 hrs.
Language	5 hrs.	Language	5 hrs.
Physical Education	3 hrs.	Physical Education	3 hrs.

Third Term

Pedgogy & Obs	5 hrs.	Language	5 hrs.
Major Subject	5 hrs.	Physical Education	3 hrs.
Elective	5 hrs.		

First Term		Middle Year	Second Term	
Psychology	5 hrs.		Social Ed. or Ed. Meas.....	5 hrs.
Major Subject	5 hrs.		Major Subjects	5 hrs.
Major Subject	5 hrs.		Major Subjects	5 hrs.
Minor Subject	5 hrs.		Minor Subject	5 hrs.
Physical Education	3 hrs.		Physical Education	3 hrs.
Third Term				
Practice	5 hrs.		Major Subjects	5 hrs.
Major Subject	5 hrs.		Minor Subjects	5 hrs.
Physical Education	3 hrs.			

First Term		Senior Year	Second Term	
Practice	5 hrs.		Practice	5 hrs.
Major Subject	5 hrs.		Major Subjects	5 hrs.
Major Subject	5 hrs.		Major Subjects	5 hrs.
Elective	5 hrs.		Elective	5 hrs.
Third Term				
Major Subject	5 hrs.		Elective	5 hrs.
Major Subject	5 hrs.		Elective	5 hrs.

Electives (five hours each term.)

French	Latin	Spanish
Civics	Arithmetic	Music
Sanitation	American History	Home Economics
Geography	Penmanship	Penmanship
Grammar	Physical Education	Manual Training
Drawing	English Literature	Physical Education
Modern Literature	German	Craft
		English Literature

The following course merely illustrates the principle of selection and is designed to prepare a teacher of English and History, with mathematics as a minor subject.

First Term		Junior Year	Second Term	
Theory of Teaching	5 hrs.		Pedagogy & Obs.	5 hrs.
English I	5 hrs.		English I	5 hrs.
American History	5 hrs.		Foreign Language	5 hrs.
Foreign Language	5 hrs.		American History	5 hrs.
Physical Education	3 hrs.		Physical Education	3 hrs.
Third Term				
Pedagogy & Obs.	5 hrs.		Grammar Methods	5 hrs.
American History Methods	5 hrs.		Physical Education	3 hrs.
Music	5 hrs.			
First Term		Middle Year	Second Term	
Psychology	5 hrs.		Social Ed. or Ed. Meas.	5 hrs.
Economic History	5 hrs.		Economic History	5 hrs.
Adv. Algebra	5 hrs.		Adv. Algebra	5 hrs.
Eng. Lit.	5 hrs.		Eng. Lit.	5 hrs.
Physical Education	3 hrs.		Physical Education	3 hrs.
Third Term				
Practice	5 hrs.		Eng. Lit.	5 hrs.
Adv. Algebra	5 hrs.		Physical Education	3 hrs.
Adv. Civics	5 hrs.			

Senior Year

First Term

Practice	5 hrs.
Modern History	5 hrs.
Argumentation	5 hrs.
Library Methods	5 hrs.

Second Term

Practice	5 hrs.
Modern History	5 hrs.
Eng. Lit.	5 hrs.
Pub Speaking	5 hrs.

Third Term

Domestic Science	5 hrs.	Mod. Lit.	5 hrs.
Modern History	5 hrs.	Methods of Teaching English	5 hrs.

By consulting the outline of courses under the primary course, grammar course, principal's course and high school teachers' course, the student may easily arrange a course to meet his needs. The most successful combinations are: English and History, and Mathematics and Science. Address the president for a blank upon which may be arranged the contemplated course of study.

OUTLINE OF SUBJECTS

Professional Subjects

Theory of Teaching (12 wks.) First Term

1:30-2:20

The study of the elementary principles and empirical laws that govern the conduct of the recitation. The learning process: the nature and function of each of the fundamental intellectual processes; inductive and deductive modes of thinking; approach to the experimental methods of investigating mental processes, both qualitatively and quantitatively; economy of time and effort in study.

The teaching process: the relation of motor activity to thought, "all consciousness is motor"; the problems of securing and keeping attention, of interest and its relation to study; the formation of habits; motives and motivation; the drill, the review, the test. Text: **Thorndike**, Principles of Teaching. (James)

Pedagogy (12 wks.) Second and Third Terms

8:55-9:45

The purpose of this course is to consider the aims of education, the essential factors in the educative process, and the materials of education. The different subjects of study in the high school are considered; the best methods of teaching the subjects receive attention; the necessary elements in teaching the different types of lessons, development, drill, appreciation, etc.; questioning and class management are discussed. Text: **Strayer**, A Brief Course in the Teaching Process; **Charters**, Methods of Teaching. (Maxwell, James)

Observation (12 wks.) Second and Third Terms

8:55-9:45

This course aims to present in a concrete way the problems in the technique of teaching. Many different classes in the high school department are observed; these lessons are analyzed, discussed and evaluated in order that the student may appreciate the essential elements in good instruction. (Maxwell)

Psychology (12 wks.) Second and Third Term

3:20-4:10

Educational psychology in its three aspects: subjective, genetic, and experimental. Inquiry into the origin and meaning of instinct and habit; equipment of the child on entering school; growth of the higher thought processes. Methods and laws of the acquisition of knowledge and skill; the graphic representation of interdependent quantities, the learning and forgetting curves. The doctrine of general training, experimental and other evidence, pro and con; adolescence, its problems and their bearing on education. Interdependence and correlation of the different powers of the mind as investigated experimentally. The psychological problems of experimental pedagogy. A few typical laboratory experiments are pre-

formed and discussed. Assignments are by topics; a number of texts are available. Text: **Thorndike**, Educational Psychology. (James)

Social Education (6 wks.) Third Term 1:30-2:20

A study of the school as a social institution, the development of social instincts during adolescence, the socialized course of study, plans for social center work. Lectures, library reference, and individual reports. Text: **King**, Social Aspects of Education. (Yoder)

Educational Measurement (6 wks.) Third Term 1:30-2:20

This course is made strictly practical and applicable to actual measurement and testing. It includes: the units of excellence and difficulty; individual standard tests and scales, how to apply them, and how to obtain in each case the pupils' scores and the class score. Texts: **Thorndike's** Writing and his Silent Reading; **Ayrs'** Writing and his Spelling; **Woody's** Arithmetic; **Courtis'** Arithmetic; **Hillegas'** Composition **Kansas'** Silent Reading tests are in the students' hands. (James)

School Supervision (12 wks.) Third Term 8:00-8:15

The problems of the principal. Organization of the school; the course of study; classification of students. The problem of exceptional children; retardation and double promotion. Discipline, self-government. Measuring results in education; records. Vocational guidance; vocational courses; making the school fit local needs. The effective teaching of English. Moral instruction; physical education. Consideration of topics in any standard text in school management. Assignments made by topics. Library work and special reports. Text: **Salisbury**, School Management. (James)

Practice Teaching (36 wks.) Hours arranged

Each senior is required to secure a year's credit in practice teaching. The subjects change each term, so it gives an opportunity for a person to secure experience in teaching three subjects, which is about the number that he will be expected to teach when he takes a position in a high school. (Maxwell)

ENGLISH

English I—Composition (24 wks.) First and Second Terms 8:00-8:50

This course is organized upon the idea that a careful study of the various types of paragraph structure, supplemented by the writing of numerous short themes, will give the student a working knowledge of the principles governing effectiveness in the use of written English. It is intended that the course shall be intensely practical throughout. To this end there is constant emphasis upon those forms of composition a mastery of which will be most vital to a teacher. Text: **Scott and Denney**, Paragraph Writing. (Miss Knosker and Mr. Cotton)

English Literature (12 wks.) Second Term 2:25-3:15

An introduction to English Literature. It includes a careful study of *The Merchant of Venice*, *Macbeth*, *Ivanhoe*, *Silas Marner*, and the *Idylls of the King*. Texts: **Long**, English Literature; Annotated texts of the masterpieces studied. (Miss Knosker)

English Literature 12(wks.) Second Term 2:25-3:15

A study of the poetry and prose of the Victorian Age. It includes (1) a study of "A Tale of Two Cities", "Treasure Island", Carlyle's "Essay on Burns"; (2) The poetry of Tennyson and Browning. Texts: **Long**, English Literature; annotated editions of the masterpieces studied. (Miss Knosker)

English Literature (12 wks.) Third Term 2:25-3-15

A history of English Literature with a study of the representative writers

of each period from Shakespeare to Tennyson. Texts: **Long**, English Literature; Annotated editions of the masterpieces studied. (Miss Knosker)

Modern Literature (12 wks.) Third Term 2:25-3:15

A study of some of the literary forms in prose of the present day, including the modern prose drama, the novels and the short story. The aim is to develop in the student a permanent interest in the best contemporary literature. Texts: **Moulton**, Short Stories; **Dickinson**, Chief Contemporary Dramatists. (Miss Knosker)

American Literature (12 wks.) Third Term 10:15-11:05

A general survey of literary writings in America as expressions of the life of their time. Study selections from Irving, Poe, Bryant, Hawthorne, Longfellow, Whittier, Holmes, Emerson, Lowell, Lanier, and Whitman. Texts: **Page**, "Chief American Poets". (Miss Knosker)

Methods of Teaching English (12 wks.) Second Term 11:10-12:00

(a) This course includes a study of the fundamental principles underlying the teaching of English literature and composition. It further aims to furnish the student with such information and illustrative material as will aid him in working out more effectively the problems of teaching English. (Miss Knosker)

(b) The second half of the course will be devoted to the methods of teaching reading and speaking. An outline of the principal problems in the field. A study of the processes involved in reading and speaking and in teaching these subjects. The function and the effective management of dramatics, debates, and the various types of speaking contests. Values and methods in memory training. (Cotton)

Oral Interpretation of Literature. Third Term

The ability orally to interpret literary selections is not only a great asset to the teacher, but it is also a means by which the individual may become a power for good in the community. The purpose of this course is to develop that ability. Each student will be coached orally to interpret selections from Riley, Cooke, Foss, Field, Kipling, Markham, Tennyson, and others. Teachers of Expression and teachers of Literature are urged to take this course. (Mr. Cotton)

Public Speaking (12 wks.) Second Term 1:30-2:20

The subject is approached from the dual standpoint of clear, scientific speech structure and cogent, persuasive delivery. To the study of principles is added a generous amount of practice in the construction and delivery of speeches. Much attention is given to the fundamentals of effective delivery: enunciation, pronunciation, emphasis, conversational quality, gesture, breath control and general platform deportment. Text: **Phillips**, Effective Speaking; and **Houghton**, The Elements of Public Speaking. (Cotton)

Argumentation and Debating (12 wks.) First Term 2:25-3:15

The principles of argument building and the technique of platform debating. Analysis of arguments, testing of evidence, methods of refutation, brief-drawing, etc. The latter half of the term is given over to daily debates which are helpfully critized by the instructor. A considerable amount of written work is required of all. Text: **Laycock & Scales**, Argumentation and debate. (Cotton)

Library Methods for Teaching-Librarians (12 wks.) 2nd & 3rd Terms

This course is designed to prepare prospective high school teachers for assuming charge of high school libraries. It gives a working knowledge of the organization and administration of a school library and an acquaintance with its problems. The course includes a study of the reading of boys and girls and how it may be improved; the relation of the

library to the school; instruction in the use of books; reference work; library housing and equipment; book selection and ordering; the care of books; classification; cataloging and general library economy. The student is given practice in every phase of the work. (Miss Noll)

Library Use

A series of six lessons given by the librarian in connection with the required English courses, designed to give a knowledge of the use of books and a library. It includes a study of the resources of the Normar Library, their classification and arrangement, the catalog, indexes and other bibliographical aids, and acquaintances with the more useful reference books, and the making of a bibliography. (Miss Noll)

Spelling—Year

3:20-4:10

Required of Juniors. All members of the junior class are required to get a standing (90%) in spelling. Tests for final standings are given once each week. Text: **Hicks**, Champion Spelling Book.

Penmanship One Year

3:20-4:10

Open to Juniors. Ability to write a plain legible business hand. Neatness, rapidity, and uniformity in execution are required rather than ornamentation. To complete the course a student must be credited with not less than three acceptably written practice plates. Standard not the same as that required in the commercial courses.

FOREIGN LANGUAGES

Students who wish work in the languages have a choice of Latin, French, Spanish or German. No courses are outlined in German but classes will be organized if there is a sufficient demand. For outline of German, see pages 51 and 52 of the catalog for 1918.

French

This course aims to give power to read simple French easily and to speak and write it with some degree of fluency. The students are also brought into contact with French history and customs by means of special topics.

Course I (36 wks.)

A course for beginners. Pronunciation and only essential elements of grammar are stressed. Much practice is given in oral work, with frequent dictation exercises. Text: **Fraser and Squair**, Shorter French Course; **Giese and Cerf**, Simplest Spoken French; **Meras and Roth**, Petits Contes de France. (Miss Wood)

Course II (36 wks.) Prerequisite Course I.

Completion of grammar. More extensive reading. Continued conversation. Texts: **Fraser and Squair**, Shorter French Course; such books as: **Halevy**, *L'Abbe Constantin*; **Labiche**, *Le Voyage de M. Perrichon*; **Verne**, *Le Tour du Monde en 80 jours*. Supplementary reading suited to individual tastes. (Miss Wood)

Latin

Course I. The aim of this course is to lay a foundation not only for further work in the Latin language, but also for a more intelligent use and appreciation of our own language and literature. To that end thorough drill is given in the paradigms and the fundamentals of syntax, and the close relation between the vocabularies of Latin and English is kept before the minds of the students. Text: **Smith**, Latin Lessons. (Miss Wood)

Course II. A continuation of Course I. The work covers the equivalent of the first four books of Caesar, some of the more interesting parts

of the later books being used. Prose composition once a week. (Miss Wood)

Course III. Cicero: Four orations against Catiline; Pro Archia Letters. Roman History. Prose composition once a week. (Miss Wood)

Course IV. Vergil: Six books. Latin prosody. Mythology. Prose composition once a week. (Miss Wood)

Spanish

Course I. (36 wks.) First Year

Study of Spanish pronunciation. Rudiments of grammar. Conjugation of auxiliary, regular, and the more common irregular verbs. Writing of easy Spanish from dictation. Spanish conversation, composition and oral reading. Text: Monsanto and Langueiller. **Harrison**, Elementary Spanish Reading. (Miss Wood)

Course II. (36 wks.) Second Year

Prerequisite, Course I. Advanced work in composition, commercial correspondence, conversation and reading. Close attention is given to the vocabulary of trade and Spanish forms for commercial correspondence. Oral reading, with and without translation; extemporaneous translation from the printed page or from dictation. Review of declensions, conjugations, and Spanish idioms. Each student must subscribe to a magazine printed in Spanish. Text: Monsanto and Langueiller. **Harrison**, Spanish Commercial Reader and supplementary readers. (Miss Wood)

HISTORY AND SOCIAL SCIENCE

History Method (24 wks.) Second Term

11:10-12:00

This course gives first a background of professional work, which treats of aims in teaching history, selection and organization of material, use of sources, maps, correlative readings, and illustrative materials. Especial attention is given to courses of study for elementary schools and for junior high schools. Some block of modern history is studied as intensively as time permits, the aim being to give a body of facts, to apply the professional principles just studied, and to show how material may be adapted for use in the elementary schools. Text: **Johnson**, Teaching of History; **Hazen**, Modern European History. (Miss Sherrill)

Economic History (24 wks.) First and Second Term

3:20-4:10

A study of the economic development of a new continent. A knowledge of the political history of the United States is presupposed and no attempt is made to cover this phase of our national life. Stress is laid on the development of our wonderful resources, manufacturers, and commerce. Lectures, quizzes, and reports.

Course includes: Colonial industries. American commerce policy. Introduction of manufacturers. The factory system. Movement of population. Transportation: Currency. Labor and labor organizations. Public lands. Railway construction and combination. Finance. Banking systems and reforms. Industrial combinations. Trust legislation. Labor legislation. Labor unions. Employers' associations. Commercial expansion. Conservation of our resources. Concentration and distribution of wealth. Needed reforms. Text: **Bogart**, Economic History of the United States. (Lee) Students wishing to major in history may elect Commercial Economics. See page 88.

Money, Credit and Banking (12 wks.) Third Term

3.20-4:10

A study of the general principles of money and credit. The functions of money. Questions of value and price. Limit and machinery of credit. Elasticity of the currency. Organization of a bank. Discounts and com-

mercial paper. Loans on collateral securities. Banking reserve. Clearing house and other associations. State banks and trust companies. Private banks. Foreign exchange and international banking. Savings banks. Development of modern American banking. (Lee)

Advanced Civics (12 wks.) Second Term 8:55-9:45

A course for those preparing to teach civics in high school and those desiring advanced work in the subject. The local, state, and national governments of the United States are studied. Not only is the machinery of the political units examined but the practical operations are especially noted. Current civic questions are introduced for discussion. Text: **Ashley**, American Federal State. (Lee)

Professional Civics (12 wks.) Third Term

The subject matter to be presented in a course in civics in the grades is considered; also the methods to be employed in presenting the work. The textbook is supplemented by collateral reading and discussion of current topics. Texts: **Kinsman**, Local Governments of Wisconsin; **James & Sanford**, Our Government; **Ashley**, American Federal State. (Lee)

MATHEMATICS

Arithmetic (12 wks.) First Term 8:55-9:45

A course for prospective high school teachers and others, consisting of a review of the subject to secure a higher degree of accuracy and rapidity of computation with abstract numbers, together with a greater power of thought in applied arithmetic; and an organization of the subject of arithmetic for adaption to the grades and the high school. Texts: **Moore & Miner**, Practical Business Arithmetic. (Shutts)

Advanced Algebra (36 wks.) One Year 8:55-9:45

An advance course in algebra to extend the meaning of general number; to cultivate the habit of deductive thinking and the use of arbitrary symbols to express ideas, the development of an appreciation of a literal notation in the deduction of formulae, and a greater ability to interpret and use formulae in the solution of applied problems. Especial attention is given to methods of teaching algebra in the high school. Text: **Milne**, Academic Algebra. (Shutts)

Algebra Methods (12 wks.) First Term 8:00-8:50

The purposes of this course are: To review the precesses of elementary algebra; to analyze and organize the subject matter of algebra with regard to its mastery by high school students; to secure a better understanding of general number and the adaption of the literal notation to express it; to train pupils to investigate relations of quantity, expressing operations and results in algebraic symbols, and to interpret these symbols into rules or principles. Text: **Milne**, Academic Algebra. (Shutts)

Advanced Geometry (24 wks.) First and Second Term 1:30-2:20

An advanced course in geometry to develop the power in the pupil of independent, logical thinking. The subject matter is the usual text in solid geometry. Original work is expected. Different demonstrations of the same theorem is encouraged. Original demonstrations of exercises is a part of each day's work. Emphasis is given to methods of teaching geometry in the high school. (Mr. Shutts)

Trigonometry (12 wks.) Third Term 3:20-4:10

Theory and application of trigometry functions. Emphasis is placed on field work with transit and level. Text: **Wentworth & Smith**, Plane and Spherical Trigonometry. (Shutts)

Analytical Geometry (12 wks.) Third Term 1:30-2:20

An elementary course in the location and property of loci, including those of the straight line and conic section. Text: **Smith & Gale**, Introduction to Analytical Geometry. (Shutts)

MUSIC, DRAWING AND MANUAL ARTS**Vocal Music (12 wks.) Third Term 8:00-8:50**

Elementary theory. Especial stress on accurate music reading of melodies and part music. Correct vocal habits stressed. How to select and present rote songs. Song interpretation. Conducting. Care of the child's voice in the various grades. Methods and material for sight reading and "social singing." Actual practice in accompanying and in conducting choral singing. Demonstration lessons given by the teacher. Music appreciation through use of the Victor. (Miss Lucy Baker)

Drawing (24 wks.) First and Second Terms 8:55-9:45

Open to students who have completed the primary course or the grammar course drawing. A continuation of these courses for the development of greater skill in drawing. Media: water colors, crayons, pencil, charcoal, and pen-and-ink. (Miss Flora Potter)

Elementary Art-Craft (12 wks.) First Term 11:10-12:00

This course includes the design and construction of practical problems in leather, tooling, and staining, basketry, bookbinding, stenciling, copper, decoration of common objects, coping saw work, toy making. Students may major in one medium. (Miss Flora Potter)

Cooking (24 wks.) First and Second Terms 1:30-3:20

Eight hours of laboratory supplemented by one recitation per week. This course aims (1) to develop skill in the preparation of foods, (2) to give the underlying principles of simple cooking, (3) to give a general knowledge of the planning, cooking, and serving of meals. The lecture recitation, which comes one day a week, includes also an elementary study of nutritive values, composition, production, and cost of food.

Sewing (12 wks.) First Term 8:00-8:50

This course aims (1) to develop facility in sewing, (2) to study the present situation in materials caused by the war, (3) to show the relation of design to sewing construction, and (4) the study of textiles as the different ones are used in the construction of garments. The elementary principles of hand and machine sewing are illustrated in the construction of garments.

Dress Designing and Dress Making (12 wks.) Second Term 8:00-8:50

This course applies the underlying principles of design to the placing of fabrics in correct relation to the body. The work is of several types: (1) fashion books are studied and the designs analyzed; (2) original designs are made for representative types of garments; (3) exercises are given in color analysis and color combinations; (4) instruction given in the use and adaptation of the commercial patterns to the individual.

Millinery (12 wks.) Third Quarter 8:00-8:50

Discussion of the selection of color, shape, and materials for hats, considering the individual and the occasion. Practice is given in making buckram and wire frames, covering frames with velvet and straw, making of bindings, facings, bows, rosettes, and ribbon flowers, and renovating materials. The making of a simple hat.

Manual Training One Year 8:00-8:50

An elementary course in bench work, joinery, and cabinet work, with working drawings of the articles to be made. Especial attention is given

to projects and courses suitable for grade and high school work, to standard and current literature of the subject, and to the actual work of supervising manual training in both the high school and the grades. (Upham)

SCIENCES

Botany (12 wks.) First Term 10:20-12:00

Study of the cell, its form, structure, and activities; the morphology and ecology of typical plants from the various phyla. Laboratory work, lectures and recitations. Text: **Bergen & Davis**, Principles of Botany. (Watson)

Botany (12 wks.) Second Term 10:20-12:00

This course consists largely of plant physiology and histology. It includes problems of sap movement, transportation, respiration, photosynthesis, etc., and methods of preparing and mounting microscopic sections. Laboratory work, lectures, and recitations. Text: **Coulter, Barnes & Cowles**, Textbook of Botany. (Watson)

Bacteriology (12 wks.) Third Term 8:00-9:45

A course in general bacteriology dealing with the history of the subject, the morphology and physiology of bacteria, and training in cultural and microscopic technique. Laboratory work, lectures, and recitations. Text: **Frost & McCampbell**, General Bacteriology. (Watson)

Nature Study (12 wks.) Third Term 1:30-2:20

Field study of trees, birds, insects, and other common forms. Methods of collecting and caring for living material are studied and applied. Topics are assigned from various sciences, and the students make outlines for teaching lessons to different grades. Text: **Hodge**, Nature Study and Life. (Watson)

Sanitation (12 wks.) Second Term 1:30-3:15

The first part of this course consists of a brief study of foods, the work of the alimentary, circulatory, respiratory, excretory, and nervous systems by the laboratory method as a basis for the hygiene and sanitation. The second part of the course deals largely with the problems of hygiene and sanitation as related to the children in high school grades. Laboratory work, lectures, and recitations. Text: **Hough and Sedwick**, Human Mechanism. (Watson)

Elective Chemistry (One Year) 8:00-9:45

A study of non-metals and their principal compounds, the nature of chemical action, and the theories and laws of the subject; commercial and economic applications of chemistry; thermochemistry, and introduction to organic chemistry.

A study of the common metals, their compounds, properties and uses, and the metallurgy of their ores. Solutions, electrolysis, and electrochemical theories. A large part of the third term is devoted to qualitative analysis. As in the elective physics noted below, while the work in elective chemistry corresponds in grade to first year college work, it is constantly kept in mind that the work is a preparation for teaching chemistry in high schools, and the attempt is made to prepare the student to judge and administer a beginner's course, choose and purchase suitable apparatus and supplies, and select the proper text. Texts: **Kahlenberg**, Outlines of Chemistry; **Kahlenberg**, Exercises in Chemistry, and **Kahlenberg and Walton**, Qualitative Analysis. (Upham)

Elective Physics (18 wks.) One Year 1:30-3:10

An advanced course consisting of work in mechanics, molecular physics, and heat; mathematical derivation of formulas and laws, and experi-

mental verification of laws and principles. Special attention is given to a consideration of the content and methods of teaching high school physics, the selection and purchase of apparatus, and the comparison of elementary texts. Lectures, recitations, and laboratory work. Prerequisites for the course: a year of elementary physics and a good knowledge of elementary algebra; trigonometry desirable.

Elective Physics (18 wks.)

1:30-3:10

Continuation of the work of the first consisting of electricity, light, and sound. Text: **Kimball**, College Physics; **Millikan & Mill**, Mechanics, Molecular Physics and Heat, Electricity, Sound and Light. (Upham)

Elementary Science (12 wks.) Second Term

8:55-9:45

This course is intended to give teachers of pupils in the Junior High School a general understanding of the aims and methods of elementary science teaching together with an introductory study of some of the materials suitable for use in the public schools. This study of environmental materials will include plants and animals, soils and weather, natural forces and phenomena, and a man's relation to and control of all. Short excursions will be made for observation and collecting of objects for study. Bibliographies of teaching material will be commenced. Lesson plans will be made out and especial emphasis will be placed on principles and methods underlying the work. (Watson)

Agriculture (a) Animal Husbandry (12 wks.) Second Term 1:30-3:15

This course will cover the field outlined in secondary animal husbandry texts. It includes such topics as types and breeds of animals, the judging of animals, the feeding of animals, balanced rations, breed associations, pedigrees, and similar subjects. (Schmidt)

Agriculture (b) Farm Crops and Soils (12 wks.) Third Term 1:30-3:15

This course will be based upon the work outlined in texts on crops and soils. It will consist of a study of farm crops, of seed selection and testing, of scoring and grading grains, and of the characteristics and eradication of weeds. The work in soils will include a study of the classes and types of soils, the improvement of soils, crop rotations, soil fertility, commercial fertilizers, soil survey maps and kindred topics. (Schmidt)

Physiography (12 wks.) Second Term

8:00-9:45

Course includes four large topics of physical geography, viz: planetary relations, atmosphere, hydrosphere, and lithosphere. A thorough study of these topics is made from the latest standard texts. The course covers in a comprehensive and thorough manner the course usually given in high schools. Course made practical by field trips, interpretation of topographic maps, and laboratory work. Text: — **Salisbury**: Advanced Physiography. (Lathrop.)

PHYSICAL EDUCATION

The world war has placed a new emphasis on the value of physical fitness. The selective draft called men of an age that should catch "the best" of our nation. Yet over a third of those called had to be rejected because they were "physically unfit." Our schools all along the line will be called upon to remedy, remove and prevent physical defects found in the rising generation. This means that every teacher will be expected to give more attention to a thoro preparation in physical education than ever before. Whitewater Normal offers some special advantages in this field.

A department of physical education is maintained with a twofold purpose in view. First, it aims to promote the health and general welfare of the student body; second, it aims to give a technical knowledge of physical education necessary to the teaching of its various branches.

Before a student can be advanced to graduation he **must have secured**

five credits from the physical education department. These credits can be secured by both outdoor and indoor work with the exception of one quarter's work in theory which **must** be secured by all students.

Realizing that the demand for athletic coaches in the secondary schools is much larger than can be supplied, the Whitewater Normal School offers an opportunity for students to do some specializing along this line. A five hour elective course is offered, counting as a regular elective toward graduation. This course consists of lectures and practice work, which, with active participation in the athletic work of the school should fit one for the handling of high school teams. The demand for commercial teachers who can handle athletic work as well is large, and students in this work are especially urged to fit themselves for coaching. Ability along this line means a decided increase in earning capacity.

The department reserves the right to reject any student unfitted for this work, and the department will give no recommendation to students who have not received athletic training from a theoretical standpoint.

The school has gymnasiums, showers, lockers, rooms, tennis courts, and other equipment used in physical training work. The new athletic field and new gymnasium give the school the finest athletic equipment in the state. The swimming pool is available for use by the women's department.

Departmental Outlines

Men (Lange)

A. Examinations.

Every student must have a physical and medical examination at the beginning of the school year. This examination consists of measurements and strength tests and an examination of the eyes, ears, nose, throat, lungs, heart, skin, and blood. Inquiry is made into the past medical and family history. From this examination each student is advised as to his physical needs.

B. Class Work.

1. Floor work; 2nd and 3rd term only. 2. Cross country running; 1st and 3rd term only. 3. Wrestling; 2nd term only. 4. Boxing; 2nd term only. 5. Tennis; 1st and 3rd terms only. 6. Swimming; throughout the year.

Note. One term floor work is required of every student except members of athletic squads.

All members of the cross country squad must take part in the annual cross country run.

Credit in boxing, wrestling, swimming, or tennis will be allowed for one term only.

Every student must learn to swim before being passed for graduation by the department.

C. Athletic Work.

1. Football; 1st term only; double credit.
2. Basketball; 1st, 2nd, and 3rd terms; double credit.
3. Track; 3rd term only; double credit.
4. Baseball; 3rd term only; double credit.

Varsity teams only are maintained in football and baseball, basketball and track.

During the year 1919-20 every boy enrolled in the Normal School will be assigned to a squad and expected to compete in the inter squad athletics during the year. Tennis, cross country runs, basketball, indoor baseball, and track contests will be arranged as well as swimming meets, wrestling and gymnastic tournaments. Every male student must take up some form of athletic work.

D. Theory.

1. Hygiene (personal); First Aid.

2. Athletics—Football.

3. Athletics—Basketball—Baseball—Track.

3. A. General Theory.

4. School gymnastics—Playground supervision.

Theory 1, 2, 3, and 4, constitute the regular 5 hour elective course.

1, 18 lectures on personal hygiene and first aid. Especially desirable in the principal's course. Practice work in the training school—grammar and intermediate grades.

2. Organization and development of secondary school athletics. Football from a coach's standpoint. Squad members only accepted.

3. Organization and development of basketball, baseball, and track from a coaching standpoint. Students with athletic experience only accepted.

3. A. General theory. History of physical education, methods, playground work, etc. This course will cover the subject of physical education in a general way only, and is designed for those students who have had no experience in athletic work and are not eligible for any of the other classes in theory.

4. Organization of school room gymnastics and playground supervision. Graded work from primary to grammar. Plays and games. Practice work in training school. Suitable for principal's course.

Every student must secure one term's work in theory before graduation. This may be done in any term provided the student is eligible for the work of that term. Non-athletic students and those not in the principal's course are urged to secure their credit in Course 3A.

Every student must pass an examination in order to secure credit for his work in physical education. This examination will be posted on the bulletin boards of the gymnasium at the beginning of the school year.

Women (Miss Williams, Miss Patch)

A. Every student must have a thorough physical and medical examination at the beginning of each year. The physical examination consists of measurements and strength tests. The medical examination consists of examination for deformities, the condition of the eyes, ears, nose, throat, lungs, teeth, heart, skin and blood. Inquiry is made into the past medical and family history. From this examination each student is advised as to her physical needs. A regulation suit is required; this may be purchased after entering school, for \$1.25.

Requirements for those taking teacher's course:

1. 180 hours Theory and Practice.

Requirements for those not taking teacher's courses: :

1. 180 hours.

B. Practical Work.

1. Marching, running, tactics, Swedish gymnastics, and apparatus work.

2. Dramatic rhythm work, folk dancing, aesthetic dancing. 3. Athletics.

(a) Fall: Field Hockey, Tennis, Volley Ball. (b) Winter: Captain's Ball, Basketball. (c) Spring: Tennis, Baseball, Volley Ball, Track.

4. Swimming. Class (b) Float, breast stroke, 20 yards. Class (a) Advanced Swimming, two hours credit. 1. Fancy strokes. 2. Racing.

3. Diving. 4. Rescue Work.

C. Special class for people unable to take regular work.**D. Theoretical Work.**

Mental and physical aims of physical education.

Methods of teaching. A detailed study of posture and the spine. (a)

Bad influences in the school room. (b) Corrective positions and exercises. (c) First aid.

An opportunity is given each student to conduct a lesson in floor work. Methods of handling classes in the school room and on the play-ground.

E. Elective Work.

Advanced gymnastics and apparatus work for those having completed the required credits in physical education. (Two hours). Folk and aesthetic dancing (one hour a week). (Two hours.) Supervision of playground work. Swimming. (Two hours.) Supervision of Athletics. (Two hours.)

Rural Course.

If you are thinking of taking a rural course, it will pay you to investigate the many advantages Whitewater Normal has to offer you.

Graduates of the Rural Course of Whitewater Normal School are teaching in the following counties:

Columbia	Jefferson	Racine
Dane	Kenosha	Richland
Dodge	LaFayette	Rock
Green	Milwaukee	Walworth
Iowa	Sauk	Waukesha

Good rural school teachers are always in demand, and every year there are many more calls for rural teachers than we have graduates from the rural school courses.

The state minimum salary is now \$60.00 per month. All progressive communities are ready to pay considerable more to well trained rural teachers.

Whitewater Normal offers two rural school courses for high school graduates—a one year Rural Course and a Two Year Rural Course. Graduates from the Two Year Rural Course receive from the state \$10 per month the first year, as state aid, and \$15 per month the second year and thereafter.

Whitewater Normal also offers a Two Year Elementary Rural Course to students who have not graduated from a high school but who have completed the first three years of a high school course.

The One Year Rural or Professional Course

The State of Wisconsin has a minutely outlined course of study for rural schools which is called The Manual. All rural teachers are expected to follow this Manual in their teaching. The Manual is made the basis of the One Year Rural Course. Each subject outlined in the Manual is taken up in the class room in the exact order and manner in which a rural school teacher is to present it to her pupils. Nothing in the Manual is left unexplained.

No course of study could be more helpful to a prospective rural school teacher than the One Year Rural Course, as offered at Whitewater Normal.

Advantages of the One Year Rural Course:

- It prepares teachers specifically for rural schools.
- It requires but one year of preparation.
- It gives a full year's credit toward the Two Year Rural Course.
- It gives almost a year's credit toward some of the other courses.

Why take a One Year Rural Course at Whitewater?

- Our graduates are in demand at good salaries.
- Expenses at Whitewater are unusually low.
- Whitewater Normal has a faculty of 42 men and women.
- Whitewater has unusually good faculties for athletics.
- One gets acquainted with other courses and their directors.
- Whitewater offers special work in debate, public speaking, and athletics.

Many lectures, musicals, movies, and other entertainments are given. Whitewater has a splendid library.

The Advanced Two Year Rural Course

The State of Wisconsin gives \$10 per month, the first year, and \$15 per month thereafter, as a bonus, in the form of additional salary to that paid by a school district, to rural teachers who are high school graduates, who have graduated from this Two Year Rural Course.

The first year's work of this course is identical with that of the One Year Rural Course. The second year's work is of an advanced nature in which emphasis is placed upon pedagogical and special rural subjects. Its aims are to prepare especially strong rural teachers who will make of rural schools strong social and community centers.

Advantages of the Two Year Rural Course:

- It prepares for positions of rural leadership.
- It carries a State Life Certificate.
- The second year's work may be taken in summer sessions.
- It gives \$10 and \$15 per month state aid.
- It readily leads to better positions.

Why take the Two Year Rural Course at Whitewater?

We have splendid opportunities and equipment for advanced rural work.

Whitewater is located in the center of the best agricultural section of Wisconsin.

The many splendid farms, close to the normal school, give excellent opportunities for observation work.

Expenses at Whitewater are comparatively low.

We have many calls for graduates of this course.

Admission Requirements

All high school graduates may enter without examination the one year professional course or the advanced two year course. High school graduates must present their high school credits before registering. Blank certificates for these credits may be obtained by addressing the clerk of the normal school. These must be filled out and signed by the principal of the school from which the students have been graduated and must be presented at the normal school office before registration.

A pupil who has completed the first three years of a high school course is admitted to the two year elementary rural course without examination upon the presentation of a certificate showing the subjects pursued in the high school and the grades obtained. Such certificate must be signed by the principal of the high school. A blank certificate for this purpose will be mailed by the clerk of the Normal school upon request of any applicant.

Any mature person who cannot meet the above entrance requirements may enter any rural course as a special student and take whatever work he is capable of doing well.

The One Year Rural or Professional Course for High School Graduates.

This course has been established in accordance with the state law which requires all prospective teachers to take at least a one year professional training course before they are allowed to teach. This course is especially planned for high school graduates who wish to teach in rural schools of Wisconsin and who can afford but one year's training. **All high school graduates who expect to become rural school teachers and who can devote only one to their preparation should enroll in this course.**

This course, as shown below, gives training in all the common school subjects which rural teachers must teach. The "Manual of the Elementary Course of Study for the Common Schools of Wisconsin" is made the basis of all the work outlined in the One Year Professional Course. All

the work undertaken in this course will be of very practical help to the outgoing teacher.

Outline of the One Year Professional Course

First Term

History and Methods	4 hrs.	Pedagogy	4 hrs.
Grammar and Composition	4 hrs.	Reading and Methods	4 hrs.
Agriculture	4 hrs.	Arithmetic and Methods	4 hrs.
Penmanship and Lib. Meth.	4 hrs.	Physiology and Hygiene	4 hrs.
Domestic Science	4 hrs.	Drawing	4 hrs.
Physical Education	2 hrs.	Physical Education	2 hrs.

Second Term

Third Term

Geography and Methods	4 hrs.	Civics and Citizenship	4 hrs.
School Management and		Spelling and Word Study	4 hrs.
Law	4 hrs.	Nature Study	2 hrs.
Rural Economics	4 hrs.	Practice Teaching	4 wks.
Physical Education	2 hrs.		

All students who have had a thorough course in cooking and in sewing in high school may take manual training or some other elective in place of domestic science. Young men elect manual training in place of domestic science.

All subjects in the third term extend over a period of eight weeks because four weeks of the term are taken out for practice teaching.

One month of practice teaching and observation is required in one of the rural practice schools near Whitewater.

Graduates from this course receive a diploma, which qualifies the holder to teach for a period of five years. This diploma also allows the holder to teach in the state graded schools after seven months of successful teaching in a rural school.

The law allows all county superintendents to accept the diploma granted for the completion of this course, in place of certificate examinations.

The completion of the One Year Professional Course allows a year's credit on the Two Year Rural Course for High School Graduates. After one year of successful teaching, any credits received in the One Year Professional Course will be accredited in any course offered by the normal school requiring similar work.

One Year Professional students enter as regular juniors, are members of the junior class, and may join any junior organization in the normal school.

Two Year Rural Course For High School Graduates

To encourage well prepared teachers to enter rural school work, the state has prepared a Two Year Rural Training Course for high school graduates. Graduates from this course are eligible to \$10.00 per month state aid for the first year and \$15.00 per month the second year, if they retain the same school. Many districts are also ready to give to strong, well prepared rural teachers a salary better than most rural teachers receive, which together with the state aid makes a salary larger than that paid to many teachers in city schools.

To students who are interested in country life, who are progressive, can serve a rural community and be of help to it, these positions are open; and Whitewater Normal offers excellent opportunities to aspirants to train themselves for these positions.

Graduates from this course receive a regular normal school diploma good for an unlimited state certificate, which allows the holder to teach in any county in Wisconsin.

High school graduates who have completed a one year county training school course or the one year professional course in a normal school may enter the second year of this course and will be given credit for the first year's work.

Outline of the Advanced Two Year Rural Courses

First Term -

Junior Year

History and Methods	4 hrs.
Grammar and Composition	4 hrs.
Agriculture and Methods	4 hrs.
Penmanship & Lib. Methods....	4 hrs.
Domestic Science	4 hrs.
Physical Education	2 hrs.

Senior Year

American Literature	5 hrs.
Grammar & Composition	5 hrs.
Advanced Agriculture	5 hrs.
Industrial Arts	5 hrs.
Library Methods	2 hrs.
Physical Training.....	2 hrs.

Second Term

Pedagogy	4 hrs.
Reading and Methods	4 hrs.
Arithmetic and Methods	4 hrs.
Physiology and Hygiene	4 hrs.
Drawing	4 hrs.
Physical Education	2 hrs.

Elementary Science	5 hrs.
Pedagogy	5 hrs.
Farm Arith. & Farm Ac'ts....	5 hrs.
Manual Training	5 hrs.
Physical Training	2 hrs.

Third Term

Geography and Methods	4 hrs.
School Management & Law....	4 hrs.
Rural Economics	4 hrs.
Civics & Citizenship	4 hrs.
Spelling and Nature Study....	4 hrs.
Physical Education	2 hrs.

Music	5 hrs.
Observation	5 hrs.
Rural Sociology	5 hrs.
Educational Tests	3 hrs.
Practice Teaching	5 hrs.
Physical Training	2 hrs.

The first year of this course is exactly similar to the One Year Professional Course.

Graduates from this course receive a regular normal school diploma which entitles the holder to an unlimited state certificate.

TWO YEAR ELEMENTARY RURAL COURSE

The Two Year Elementary Rural Course, as shown below, gives thorough training in all the common school subjects. The first year's work is planned to lay a good foundation for the second year's work. In the second year the methods of teaching the different subjects and the manual are made the basis of all the work.

This course is planned for all those who are not high school graduates but who have finished the first three years of a high school course. If desired, a student may complete the fourth year of a high school course in the Commercial High School, and the following year take the One Year Professional course.

Outline of Course of Study for the Two Year Elementary Rural Course.

First Term

First Year

Reading	5 hrs.
Arithmetic	5 hrs.
General Science	5 hrs.
Library Methods	2 hrs.
Penmanship & Spelling	5 hrs.
Physical Training	2 hrs.

Second Year

History and Methods	4 hrs.
Grammar and Composition	4 hrs.
Argriculture	4 hrs.
Penmanship	4 hrs.
Domestic Science	4 hrs.
Physical Education	2 hrs.

Second Term

American Literature	5 hrs.
Arithmetic	5 hrs.
Grammar and Composition	5 hrs.
Physiology	5 hrs.
Penmanship & Spelling	3 hrs.
Physical Training	2 hrs.

Pedagogy	4 hrs.
Reading and Methods	4 hrs.
Arithmetic and Methods	4 hrs.
Physiology and Hygiene	4 hrs.
Drawing	4 hrs.
Physical Education	2 hrs.

Third Term

American Literature	5 hrs.	Geography and Methods ...	4 hrs.
Grammar and Composition	5 hrs.	School Management & Law....	4 hrs.
Agriculture	5 hrs.	Rural Economics	4 hrs.
History	5 hrs.	Civics and Citizenship	4 hrs.
Penmanship & Spelling	3 hrs.	Practice Teaching	4 hrs.
Physical Training	2 hrs.		

Students who have satisfactorily completed the Two Year Elementary Course will receive a diploma, which legally qualifies, if the first year's teaching is successful, the holder to teach for a period of three years.

All county superintendents of schools accept this diploma in place of a certificate examination.

A certificate showing the work completed and the final grade obtained in all such work is given to students who have not completed the course. County superintendents accept such final grades in place of examination.

OUTLINE OF SUBJECTS**Agriculture**

This course is designed to give thorough instruction in the fundamental principles of agriculture. The first few weeks are devoted to elementary science, namely botany and chemistry. The aim of the course is to make the work as practical as possible. Emphasis is put on the study of home projects, gardening, and the ways in which the study of agriculture can assist the work that is being done on the home farms of the rural pupils. Frequent visits are made to farms. Milk, cream, soils, seeds, etc., are tested for neighboring farmers. The Course of Study in Agriculture for Rural Schools is made the basis of all the work. (Schmidt)

Arithmetic

This course is a thorough review of arithmetic. Emphasis is put on drills for speed and accuracy. Much time is devoted to practical farm problems and simple farm accounts. The study of the Manual and of the methods of teaching arithmetic are emphasized. (Schmidt)

Rural Civics

Organization of government—family, school, community, town or township, village and city, county. Government of Wisconsin and rural school laws. United States Government, the Constitution and amendments. Charts and outlines. Visits to town meetings and court sessions. Practice in conduction of social and business meeting. The Manual is used as a guide. (Miss Carns)

Domestic Science

A study of foods, their preparation, and their nutritive and economic value, and the household problems that deal with the well-being of the family and the maintenance of a high standard of living. This course aims to give a general knowledge of the planning, cooking, and serving of practical foods in a simple way; an elementary study of food values; a study of attractiveness in simple service; a study of cost. Outline in the Manual is carefully considered in all this work.

Domestic Art

Work to develop intelligence in students in the selection of clothing and household fabrics and skill in the making of garments. The course deals with the fundamental principles of hand and machine sewing in the construction of garments. It presents the subject from the educational standpoint as well as the technical, artistic and economic. All articles suggested in the Manual are made.

Drawing

This course consists of free hand drawing in pencil, crayon, and water-color; color study; handwork adapted to the needs of rural schools.

Practical designing, book covers for special subjects such as poultry, grasses, live stock; posters to advertise community exhibits along agricul-

tural lines. The work is closely correlated with that outlined in the Manual. (Miss Cravath)

Grammar and Composition (12 and 24 wks.)

Forming the habit of using correct oral and written English. Students trained to watch their own speech, and to detect the errors made by school children. Common errors listed. Limited amount of systematic grammar taught. Critical study of the sentence, with ability to compose good sentence. Attention constantly given to the mechanics of language. Letter writing, story telling, picture study, paragraphing, short themes in each of the common forms of discourse. Composition subjects selected from rural life and conditions. All work is based upon the Manual. (Miss Carns)

History

Stories from the world's great nations, their leaders and contributions to civilization. Selected readings from books adapted to grade pupils. Stories of our national holidays. Biographical sketches. Brief chronological outline of American history by periods. Tracing of selected topics—such as slavery, tariff, parties, inventions, industries, social life, agriculture, institutions, territorial expansion. Current activities. Concrete and illustrative instruction features the course. The Manual is used as a basis for the work. (Miss Carns)

Physiology and Hygiene

This course takes up the study of the care of the human body, and the causes, prevention and treatment of the common diseases. Proper ventilation, lighting and heating, and other hygienic conditions of rural schools are carefully considered. Manual is used as a guide. (Schmidt)

Library Methods

A brief study of the rural school library, its organization and administration. The course includes (a) actual practice in selecting, classifying, and cataloging books, pamphlets and other materials for a rural school library: (b) a study of the methods of instructing children in the use of books, and of making the library of greatest service to the school and community. (Miss Noll)

American Literature

To further the aim of developing the power of interpretation stated in reading, to give the student an intelligent appreciation of good literature, and to equip her with the best methods of teaching literary selections to country boys and girls, are the chief aims of this course. Classics best suited to the advancement of the student and most needed in their teaching are carefully studied. Emphasis placed upon the personal appreciation of each production. (Miss Knosker)

Manual Training

The purpose of this course is to acquaint students with the use of tools. Simple bench work, cabinet work, joinery, making of working drawings, and construction of articles from formal drawings. The articles described in the Manual are made by each student. Special attention is given to the course outlined in the "Manual of the Course of Study for Common Schools." (Schmidt)

Music

Theory and music reading requisite for needs of rural schools. Many songs copied and memorized. Correct use of the voice. How to select and teach songs. Development of musical taste. The work is correlated with the Manual. (Miss Lucy Baker)

Orthoepy and Phonics

Clear articulation and correct pronunciation of words. Drill upon phonetic elements. How sounds are made. Students make fifty cards containing phonograms and letters for their use in teaching. Making outlines for the teaching of phonics as given in the Manual. (Miss Carns)

Nature Study

The outline of work in the manual is followed closely so far as the materials mentioned can be obtained for study. Short excursions are made for studying many forms in their natural environment. Trips are made early in the morning to observe the song birds. A little work is done in the study of the gases of the atmosphere, and the process of combustion as mentioned in the manual. (Watson)

Pedagogy and Observation

The nature of the learning process, of instruction, and of training. The fundamental laws of teaching, such as sense-perception, self-activity, interest and attention, induction, habit-forming. Proper methods of study and of teaching. Principles of teaching very thoroughly ingrained through illustrated lessons in class recitation and lessons observed. (James)

Pennmanship

The work in penmanship is designed to improve the student's writing and to enable him to teach writing. Neatness, rapidity, and uniformity in execution are required.

Physiology and Hygiene

The structure and use of the various organs and parts of the human body are studied. The work consists of a study of a practical text, to which is added a little laboratory work and simple demonstrations. The Manual is used as an outline of the course. (Schmidt)

Geography (12 wks.) Second Term

10:15-11:05

Brief review of the work of the lower grades and more detailed study of the work of the fifth, sixth, and seventh grades. Manual is the guide for work done. Study is made of methods of presentation. Special rural problems receive attention. Attempt to present practical phase of geography to rural children. Difficult problems and subject matter are given attention. Text: **Tarr and McMurry**; Library. (Lathrop)

Reading

This course aims to make of each student a pleasing and intelligent reader; to establish correct reading habits, with power to interpret the author's thought and sentiment; and to train students in the methods of teaching reading in rural schools. The course includes a selected body of the best reading material in the common school readers for all grades. Constant practice in giving and using helpful and suggestive criticisms in oral reading. To secure a standing in this course the student must have formed correct habits of articulation and pronunciation in expressive reading and show ability to impart to others the contents of the printed page. The work in Reading Methods is based on the Manual. Each student is required to make reading charts and flash cards for use in the schools.

Rural Economics

This course aims to determine the factors essential to the welfare of a rural community. The economic and social conditions of a typical rural district are ascertained by means of a survey. The course follows the outline contained in a bulletin covering the subject, issued by the State Department. Outside readings are required. Such topics as co-operation, history of agriculture, land and labor problems, rural credit, marketing, social and civic work, the farmer and the state, and new rural life movements are investigated and discussed.

Rural School Management

Discussion of such topics as the first day of school, details in routine, good order, hygienic conditions, attendance, records, reports, incentives

for work, grading, testing, promoting, programs for study and recitation, recitations and assignments of lessons, types of lessons, study periods, teacher's relations and duties in and out of school. Effective organization and management of a rural school as influenced by the spirit of reforms in making the school a real source of enlightenment and inspiration to the whole community.

Spelling

Words selected from the Champion Speller, county and state fair lists of words, and words covering agricultural and country life, arranged for rural teachers, form the basis for the course. Use of standard spelling scales. Methods of teaching as found in the Manual.

Word Study

Word building and word analysis. Derivation of words. Prefixes, root words, suffixes. Meanings of words and their use in sentences. Homonyms, antonyms, synonyms, marking words. Students must have dictionaries. A large and well selected list of words used as a basis.

Practice Teaching

All students enrolled in the rural department have their practice work in one of the rural schools near Whitewater. One month of practice teaching is required. It will be necessary for the practice teachers to board and room in the country near the rural school in which they practice. This method of practice work will present all problems of teaching and rural school management which the practice teachers later will meet in their schools.

BULLETIN NO. 72

State Normal School

Courses *for the* Training
of Commercial Teachers

Opened September 1, 1913

Sixth Annual Catalogue

June, 1919

FACULTY

ALBERT HENRY YODER, President.

JAMES C. REED, Director; Commercial Law; Psychology of Commercial Subjects.

H. O. LATHROP, Commercial Geography.

MALCOLM F. DENISE, Bookkeeping and Accounting.

*M. W. ZIPOY, Principal of Commercial High School; Commercial English.

GEORGE NICHOLS, Typewriting.

THOMAS T. GOFF, Commercial Arithmetic.

HENRY G. LEE, Commercial English, Commercial Economics.

*W. A. ROBINSON, Office Training, Penmanship.

ETHEL E. ROUGH, Assistant Principal of Commercial High School; Gregg Shorthand.

FLORA POTTER, Commercial Art.

C. R. MAXWELL, Supervisor of Training School.

BENJAMIN B. JAMES, Psychology; Education.

E. G. LANGE, Physical Director of Men.

*KATE R. WILLIAMS, Physical Director of Women.

AMY W. NOLL, Librarian.

LILLIAN C. NEIPERT, Clerk.

ALICE WOLLIN, Student Stenographer.

*Resigned May, 1919.

GENERAL INFORMATION

In September, 1913, the Board of Regents established a special department at Whitewater for the purpose of preparing students to teach commercial subjects in high schools. Five courses for the preparation of commercial teachers are offered.

1. A general commercial course of two years and two terms. This course is for students who have taken the commercial course in high school.
2. A general commercial course of three years. This is for mature students who have not had commercial work in high school.
3. An accounting course of two years and two terms. To enter this course, the student must have had at least three years of commercial work in the high school, two years of which must be bookkeeping. The student must be able to write a good business hand.
4. A shorthand course of two years and two terms. To be eligible for this course, the student must have had in high school at least one year of bookkeeping and two years of shorthand, and must be able to take dictation of letters at the rate of one hundred words per minute by actual test.
5. A commercial supervisor's course of four years. After graduating from any of the above courses, the student may take an additional year and prepare for the work of supervisor of commercial education in a large city system. To graduate from this course, the student must complete two hundred and seventy-five unit hours of work. Not given in 1919-20.

These courses give the student an opportunity to specialize along the line of his choice. He can take the major part of his work in accounting, or shorthand. This enables the student to prepare for the better positions in large high schools where experts along particular lines are desired. Those who do not wish to specialize should take the general course.

PURPOSE OF THE COMMERCIAL NORMAL SCHOOL

The aim of the Commercial Normal School is distinctly professional. The object is to furnish the high schools of the state with commercial teachers of superior training and ability.

A study is made of the psychology of commercial subjects and of the problems involved in commercial education. The work in the commercial branches in the normal school differs very materially from the same class of work in other schools. In the normal school the teaching side of the work is kept constantly in view. In each course methods of presenting the subject are taught and the subject matter is covered in a thorough manner, giving the student a grasp and comprehension of the subject not usually attained.

Students who expect to teach are required to conduct classes in the commercial high school under the direction of critic teachers, after taking a course in observation. In every other line of teaching the practice work in the normal school has proved its worth in assisting the student teacher to adapt his material to the needs of the student. For this reason a commercial high school has been established for the benefit of the commercial normal students. This affords them an opportunity to do their practice teaching in a model high school under the guidance of experienced high school teachers.

DIPLOMA AND STATE LICENSE

Whitewater is the only school in the state, at the present time, offering a normal school diploma and a state license to teach commercial branches in Wisconsin high schools.

TEACHERS' BUREAU

The school maintains a free teachers' bureau for its graduates. By this means graduates are given unusual opportunities to learn of desirable positions, and the bureau's extended acquaintance among the superintendents, principals, and teachers of the state enables it to keep in close touch with all the important changes among commercial teachers.

Students will not be recommended for positions unless they have made a good record in scholarship, and have shown ability in their practice teaching.

The graduates of 1919 have all been placed in good positions. The average salary has been \$102.50. We now have graduates teaching in twelve states, and in some of the best cities in the country. We have students teaching in the following places:

Milwaukee, Wisconsin	Des Moines, Iowa
Sheboygan, Wisconsin	Eagle Grove, Iowa
Manitowoc, Wisconsin	Cedar Falls, Iowa
Superior, Wisconsin	Freeport, Illinois
Madison, Wisconsin	Robinson, Illinois
Racine, Wisconsin	Champaign, Illinois
Kenosha, Wisconsin	Marquette, Michigan
Beloit, Wisconsin.	Escanaba, Michigan
Janesville, Wisconsin.	Crystal Falls, Michigan
Neenah, Wisconsin	Maysville, Missouri
Oshkosh, Wisconsin	Louisiana, Missouri
Rochester, Minnesota	Colville, Washington
Kasson, Minnesota	Spokane, Washington
Glencoe, Minnesota	Tuscon, Arizona
Belle Plain, Minnesota	Bonner's Ferry, Idaho
Springfield, Minnesota	Montrose, Colorado
Waseca, Minnesota	Harding, Montana
Owatonna, Minnesota	Clearfield, Pennsylvania.
Little Falls, Minnesota	

Salaries are attractive and the work is pleasant. As a rule, teachers occupy good social positions and enjoy many advantages which are denied to other classes of employees.

DEMAND FOR COMMERCIAL TEACHERS

There is an unprecedented demand for commercial teachers at the present time. Calls have been received from all over the country. Teachers' agencies have appealed to us for the names of qualified teachers. One agency writes, "Unprecedented national conditions this year are causing great difficulty in meeting the calls of the schools for commercial teachers. Every organization which serves the needs of schools should make an extra effort to meet this emergency." Another agency writes: "The coming season will be again a brilliant one. Salaries shot up indiscriminately and irregularly last year under the pressure of necessity without principle or balance. New teachers were hired at figures greatly in excess of salaries of old teachers. Great inequality exists saw-tooth like. Out of this mixup must come many vacancies and changes. The more fortunate will try to maintain their salaries and will resign if the peak of their advantage is cut off. The less fortunate, remembering last year, will refuse their old places except at a compensating advance.

Boards of Education will not reduce salaries materially. The wartime irregularities will be ironed out somewhat but the large body of teachers will be better paid. The characteristic feature for the coming season will therefore be advancing salaries. The tendency is up. The crest of the movement has not yet been reached. Some salaries will not remain so high but all salaries will average higher.

The demand for teachers will grow stronger.

1. Because old fields of Education are opening up through federal legislation and national governmental appropriations are larger. Witness Smith-Hughes Act; pending Hoke Smith Bill of October 18, 1919, for illiteracy, aliens, health, preparation of teachers and larger salary.

2. Because industrial and commercial concerns are more generally establishing schools for employees.

3. Because authorities are engaging more teachers per pupil in both grade and High Schools.

4. Because colleges, universities and normal schools are extending their activities and spheres of instruction.

5. Because extension work is growing rapidly in both secondary and higher institutions.

6. Because finally the people of the United States have been awakened to a consciousness of wealth and power hitherto undreamed of and its treasures are already beginning to flow out into the channels of Education."

Our own calls have been far beyond our ability to fill. Early in the season, our supply of substitute teachers was exhausted.

VISUAL INSTRUCTION

A new D 1916 Motigraph moving picture machine has been installed, and films illustrating all phases of industrial and commercial activities are presented.

Through the co-operation of the Bureau of Commercial Economics, Washington, D. C., an institution associated with the government, manufacturers, producers and transportation lines of America and other countries, we are able to furnish the school an industrial film service unsurpassed. Two exhibits are given each week. The description or lecture is given by a member of the faculty or a senior student who has been assigned a special topic for investigation. A number of the manufacturers send their own demonstrators with their exhibit.

EQUIPMENT

The commercial school occupies the east half of the first floor of the main building and several recitation rooms on the second and third floors. The rooms are light and cheerful. The equipment is new and modern in every respect. Adding and computing machines have been provided for the use of the accounting students; typewriting rooms are provided with the leading typewriter machines. The office training room is provided with a variety of filing cabinets, mimeograph, multi-graph addressograph, map tack system, adding machine, and a small banking outfit. Commercial arithmetic has a special equipment of comptometers in order that each student may have an opportunity to learn machine computing.

PRIZES

Several prizes are offered annually for excellence in scholarship in the different commercial branches.

COMMERCIAL ARITHMETIC. A gold medal is awarded to the student who passes the best test in the various processes of rapid calculation.

BOOKKEEPING AND ACCOUNTING. Through the courtesy of the H. M. Rowe Company, Baltimore, Maryland, the school is able to offer a gold medal to the student who does the best work for the year in bookkeeping and accountancy.

PENMANSHIP. A gold medal is offered to the student who does the best work in penmanship.

SHORTHAND. John Robert Gregg, Author and Publisher of the Gregg System of Shorthand, has authorized the school to offer a gold medal to the student who makes the best record in Gregg Shorthand for the year.

TYPEWRITING. The Remington Typewriting Company has offered a gold medal to the student making the highest speed record in typewriting for the year.

WINNERS OF GOLD MEDALS IN 1915

Penmanship	Will G. Ballentine
Gregg Shorthand	Monah Nichols
Typewriting	Mabel Richards
Accounting	Howard Alpin
Rapid Calculation	Frank Neu

WINNERS OF GOLD MEDALS IN 1916

Penmanship	Louise Randall
Gregg Shorthand	Milda Sievert
Typewriting	Mary Black
Accounting	Joseph Kepple
Rapid Calculation	Nell Mullins

WINNERS OF GOLD MEDALS IN 1917

Penmanship	Myrle White
Gregg Shorthand	Dorothy Thomas
Typewriting	Verna Durkee
Accounting	Jennie Anderson
Rapid Calculation	Mabel Wardwell

WINNERS OF GOLD MEDALS IN 1918

Penmanship	Gertrude Zeunert
Gregg Shorthand	Inez Mase
Typewriting	Helen Hansen
Accounting	Florence Smith
Rapid Calculation	Florence Smith

WINNERS OF GOLD MEDALS IN 1919

Penmanship	Alice Wollin
Gregg Shorthand	Myrtle Lund
Typewriting	Hazel Steadman
Accounting	Earl Sovereign
Rapid Calculation	Elmer Boettcher

WISCONSIN OFFICIAL COMMERCIAL CONTESTS

Under the auspices of the Commercial Department of Whitewater Normal School, district contests were held in shorthand and typewriting in thirteen towns. These contests were held on May 4th, 1918, at New Richmond, Eau Claire, LaCrosse, Madison, Janesville, Racine, Sheboygan, Green Bay, Merrillan, Marshfield, Madison, Janesville, Racine, Sheboygan,

The winners of the district contests met at Whitewater Normal School May 18th for the final contest. About seventy students and twenty-five teachers attended.

There were contests in advanced typing, beginning typing, an eighty word shorthand contest, and a hundred word shorthand contest.

Twenty-seven schools were represented. The advanced typing contest resulted as follows:

Anna Oldstadt, Madison	64
Blanche Gale, Shawano	57
Alvina Mickals, Madison.....	56 11-13
George Koresh, West Allis	53 4-15
Allen Bushby, West Allis	53 11-15

The begining typing contest was won by the following:

Minerva Baumgartner, Tomah	46 14-15
Reuben Mohr, Sheboygan	42 11-15
Augusta Van Toerne, Madison	42
Marie Messett, Black River Falls	38 2-3
Mabelle Ohnhaus, Madison	37-7-15

The winners in the eighty word shorthand contest were:

Ruth Bushland, Chippewa Falls	99.5
Erna Hansen, Green Bay	99.5
Allen Busby, West Allis	99.5
Marion Larson, Janesville	99
George Koresh, West Allis	98.75

The five best in the one hundred word shorthand contest were:

Astrid Jensen, Racine	98.6
Malea Andrews, Shawano	98.
Marian Buener, Sheboygan	97.8
Alice Elder, Chippewa Falls	97.4
Alice Schroeder, West Allis	97.2

The school winning the advanced typing contest, and the school winning the one hundred word contest in shorthand were presented with silver cups. These cups can be kept by the school for one year, and whenever a cup is won by a school twice in succession it becomes the permanent property of the school. The names of the winners are engraved on the cup.

The winners of the first three places in each contest receive an engraved certificate, showing the place won by that student.

A contest in penmanship was added in 1919. This contest has been entered into with a great deal of spirit by the different schools in the state. We hope it will result in raising the standards in penmanship. In their circular, one Teachers' Agency says: "In many cases, we are asked to recommend only those who may be classed as good penmen. Everything else being equal, the best positions go to those who write well. Many teachers would greatly increase their earning power, as well as that of their students, by giving more attention to practical penmanship." The same applies to those who expect to enter business positions. Any scheme which will improve the writing of the high school pupils should meet with approval. We are glad the teachers of the state have taken such an interest in the matter.

These contests will be held annually.

1919 Contests

The second annual contest was held May 7. All the districts of the State were represented.

The result of the final contest at Whitewater gave Superior first place; Watertown second place, and Sheboygan third. The following is a record of the schools by points: Superior 11½; Watertown 10; Sheboygan 9; Manitowoc 8½; Madison 6; Marshfield, Menasha, Merrill, Prairie du Sac, Wausau, each 5; Whitewater 3½; Green Bay, Berlin, West Allis, Wausaukee, each 3; Chippewa Falls 2; South Milwaukee 1½; Cedar-

burg 1. All parts of the State were represented including contestants from Algoma, Berlin, Black River Falls, Cedarburg, Chippewa Falls, Columbus, Eau Claire, Fond du Lac, Grand Rapids, Green Bay, Janesville, La Crosse, Madison Manitowoc, Marshfield, Menasha, Menomine, Merrill, Prairie du Sac, Racine, Randolph, Reedsburg, Rice Lake, Sauk City, Shawano, Sheboygan, South Milwaukee, Stoughton, Superior, Tomah, Watertown, Wausau, Wausaukee, West Allis, Whitewater.

In the one-hundred word shorthand contest Miss Marian Thauer, of Watertown, won first place, writing one thousand words in Gregg shorthand with an accuracy of 99.80 per cent. Faith Thomas of Superior, and Caroline Vogel'sang, of Manitowoc, tied for second place, each writing Gregg at the rate of 99.20 per cent accuracy. The next place was won by Marian K. Benner, of Sheboygan, with 99 per cent accuracy. Number of contestants, 21. The eighty-word shorthand contest was won by Miss Alma Baer, of Marshfield, writing eight hundred words in Gregg shorthand with an accuracy of 99.50 per cent. The second place was won by Miss Alice Remy, of Wausaukee, writing Gregg with an accuracy of 99.25 per cent. The third place was won by Miss Winnifred Forrester, of Chippewa Falls, writing Gregg with an accuracy of 99 per cent. Number of contestants, 18. The senior typing contest was won by Mr. William Smith, of Menasha, writing 1174 words at a net rate of 64 14-15 and using a Remington machine. Second place was won by Miss Mirian K. Benner, of Sheboygan, writing 1040 words at a net rate of 63 1-3 and using a Remington machine. The third place was won by Miss Faith Thomas, of Superior, writing at a net rate of 61 13-15. Number of contestants, 39. In the junior typing contest, limited to students who began typing last September and who have received but one hour of instruction per day, first place was won by Miss Viola Krueger, of Merrill, writing 892 words at a net rate of 46 2-15 and using an Underwood machine. Second place was won by Mr. Charles Lewin, of Berlin, writing 1020 words at a net rate of 45 1-3 and using a Remington machine. There was a tie between Miss Joyce Adams, of Whitewater, writing at a net rate of 43 and Miss Mildred Siedel, of South Milwaukee, writing at a net rate of 43, for third place. Number of contestants, 28. In the penmanship contest first place was won by Miss Lena Walch, of Prairie du Sac. Second place was won by Mr. John Shafer, of West Allis. Third place was won by Miss Cordia Shetter, of Whitewater. Dr. W. W. Theisen, Dr. Daniel Starch and Mr. J. A. Book were the judges. Number of contestants, 21.

A report of this contest will be issued and copies of the same may be obtained by addressing the Commercial School or the President's office. These published reports give the details of the contest with the names and number of registrants, the system of shorthand written, machine, gross, net words etc. It also contains the rules of the contest, gives the names of the towns in each district contest.

ADVANCED CREDITS

Advanced credit is given to students in special schools when they have completed work beyond the requirements for graduation from an accredited high school commercial course.

The graduates of high school Commercial Courses may be allowed not to exceed twenty-five hours toward graduation. To secure twenty-five hours of credit the student must have completed three years of high school Commercial Work as follows: One year of Bookkeeping and two years of Shorthand and Typewriting; or two years of Bookkeeping and one year of Shorthand and Typewriting; or one and one-half years of Bookkeeping and one and one-half years of Shorthand and Typewriting.

Students who expect to receive advanced credit in Bookkeeping must:

1. Submit for inspection the set of books which they completed in the

high school; or a statement from the Principal giving the text used and the amount of work covered. 2. Pass a satisfactory entrance examination in all of the Accounting Courses for which they seek advanced credit.

Advanced credit for work in Bookkeeping in the high school will not be given to exceed fifteen hours.

Students who expect to receive advanced credit in Shorthand and Typewriting must: 1. Be able to write by actual test ordinary letters at eighty words per minute in shorthand. 2. To copy new matter on the Typewriter at not less than twenty-five words per minute, net for ten minutes with not more than five mistakes. Ability to do this will entitle the student to eight advanced credits.

Students who have studied Shorthand in the high school for two years and who desire to obtain sixteen advanced credits in this subject must: 1. Be able by actual test to write prose at not less than one hundred words per minute, or letters at one hundred and twenty words per minute. 2. Be able to copy new matter on the typewriter at not less than forty words per minute, net, for fifteen minutes with not more than fifteen mistakes.

Advanced credit will not be given for any other high school work, nor for high school work to exceed twenty-five hours.

REQUIREMENTS FOR GRADUATION.

A teachers' diploma will not be granted to anyone who has not been a resident student for at least one and one-half years. Before graduation a student must pass a test in spelling. To graduate from the Business Course a student must secure one hundred and fifty unit hours of credit. To graduate from the one year Business Course a student must receive seventy-five unit hours of credit. To graduate from the one year Business Course a student must receive seventy-five unit hours of credit. To graduate from the Teachers' Course a student must secure two hundred unit hours of credit. The Supervisors' Course requires a credit of two hundred seventy-five unit hours for graduation. The passing mark in all subjects is seventy-five per cent.

Students in the Teachers' Course are required to take the Teachers' Course in Shorthand and the Teachers' Course in Bookkeeping.

DEFINITION OF A UNIT HOUR.

A unit hour as used in this catalog means one recitation per week for twelve weeks. A student reciting in a subject five times per week for twelve weeks and making a passing grade is entitled to five unit hours of credit. Recitation periods are fifty minutes in length.

FEDERAL CIVIL SERVICE

Those who desire to enter the civil service, either state or national, will be allowed to take Shorthand and Typewriting double periods, and in that way can prepare for a stenographic position in a much shorter time. The Course includes work in Commercial Correspondence, Spelling, Arithmetic, and Penmanship.

The following courses will be offered for preparation for civil service examination:

SHORTHAND COURSE

First Term

Shorthand	2 periods	Arithmetic	1 period
Typewriting	2 periods	Commercial Cor.	1 period

Second Term

Shorthand	2 periods	Arithmetic	1 period
Typewriting	2 periods	Office Training	2 periods

The ratings for civil service examinations for shorthand positions are:

Arithmetic	5
Stenography	70
Report Writing	10
Penmanship	5
Copying from Rough Draft	10
Total	100

Subjects of the civil service examination for a bookkeeping position and their relative weights are as follows:

Spelling	10
Arithmetic	15
Penmanship	10
Report Writing	15
Copying and Correcting Manuscript	10
Bookkeeping	40
Total	100

To be eligible for these examinations the candidate must be eighteen years old or over.

WISCONSIN CIVIL SERVICE

Frequent examinations for places on the Wisconsin Civil Service list are held in various centers of the State, wherever the number of candidates warrants an examination. Each candidate is given a rating which determines his class and salary. Federal appointments are also made from this list, though it is better to take the Federal examination also.

EXAMINATION FOR STENOGRAPHERS.

Subjects and relative weights.

1. Training, experience, and personal fitness	3
2. Stenographer tested by dictation at rate of 75, 95, 110, and 130 words a minute to be transcribed on the typewriter (not given to typists)	4
3. Spelling	1
4. Letter Writing	1
5. Typewriting (speed test in copying)	1
	10

A mark of at least 65% in accuracy is required in 2 and 5. To pass the final average must be 70%.

EXAMINATIONS FOR TYPISTS

Subjects and relative weights.

1. Training, experience, and personal fitness	3
2. Spelling	1
3. Letter Writing	1
4. Typewriting (speed in copying)	3
5. Tabulating (Typists only)	2

A mark of at least 65% in accuracy is required for subjects 4 and 5. To pass the final average must be at least 70%.

VOCATIONAL GUIDANCE

It is not every student who can become a successful teacher of Commercial Subjects. Some excellent students make poor teachers. Such persons should take the Business Course and prepare for a business position. It is not possible for the faculty to determine at first which students will become good teachers and which should take the Business Course. During the junior year, each student is very closely observed, and advised at the close of the year whether he should continue in the Teachers' Course, or change to the Business Course, or leave school. Only promising students are encouraged to enter the senior class in the courses for Commercial Teachers.

MACHINE BOOKKEEPING

Nothing since the introduction of the typewriter has so radically changed the routine of the modern business office, as the perfection of modern bookkeeping machinery. The computing and listing machines to insure accuracy and relieve the mental strain of figuring, have been winning their way into popular favor for several years. This was a mighty step in advance; but much more revolutionary is the replacement of pen and ink methods on the books themselves by machines. So great has become the rush toward mechanical bookkeeping that over thirty factories are running to capacity to supply the demand. While the last two years have witnessed the introduction of this method into literally hundreds of offices, the change is only well under way and within two years hence, the number will be more than doubled. This is true because speed, accuracy, legibility, uniformity—cardinal points in business records—are each improved by this method.

This means that bookkeeping and accounting education is changing rapidly today. Mr. Business Man is going to ask the product of our commercial departments not only, "can you keep books?" but also, "can you keep books by machinery?" We know of no other school in the country that has foreseen this modern idea and its possibilities as has the Commercial Department of Whitewater State Normal. Our equipment embraces the three standard types of accounting machines. Specifically, we use in the classroom—fifteen Comptometers, the Burroughs 81-key Adding Machine, the Dalton 10-key Adding Machine, the Sunstrand 10-key Adding Machine, the Burroughs electrically operated Bookkeeping Machine, the Elliot-Fisher standard Bookkeeping Machine, the Monroe Calculating Machine, the Remington-Wahl Bookkeeping Machine, and the Marchant Calculating Machine. Not only is the theory explained and uses discussed, but much actual practice is required of the students.

REFERENCE BOOKS AND MAGAZINES

The department has a good collection of reference books. These are well distributed among the different branches of commercial work, and additions are being made as rapidly as possible.

For the benefit of the commercial students, most of the leading magazines on commercial subjects are on file in the department. The list includes:

Modern Methods
Printer's Ink
System
Advertising & Selling
Industrial Management
Illinois Law Review
Judicious Advertising
Journal of Accountancy
Manual Training & Vocational
Guidance

The Business Magazine
The Business Educator
The Congressional Record
The American Penman
The Gregg Writer
The Phonographic Magazine
The Mailbag
The Commercial Teacher

COMMERCIAL MUSEUM

The Commercial Museum is located on the third floor of the main building, immediately adjoining the geography department. Glass cases have been provided and material attractively displayed. The material in the museum is divided into three groups: commercial commodities, numismatics, and historical commercial documents. In the first group is a fairly comprehensive display of the cereals, beverages, cotton, wool, silk, petroleum, cement, nitrates, iron and steel, etc. Each exhibit is accompanied by charts, maps, and a complete list of reference readings. This department is of special value in the teaching of commercial geography, the exhibits showing the methods and processes of manufacture. This knowledge is now considered a necessary part of the equipment of the teacher of this subject. Such exhibits serve to create additional interest in the various lines of manufactured products. The material in this section of the museum is used extensively in the course in commercial commodities.

During the present school year a good beginning has been made in the collection of an exhibit of money. A Numismatic Society has been organized in the school, whose purpose is to promote the growth of this exhibit. At the present time it contains a collection of four hundred coins representing the current coins in copper, nickel and silver of all of the chief commercial nations, and a type set of coins representing each of the copper, nickel and silver coins of United States. There is also a collection of about three hundred patriotic and trade tokens, nearly one-half representing the trade tokens of Wisconsin. The early colonial and continental paper money is well represented and there is a collection of two hundred old bank bills representing twenty-eight States.

In the historical group there are more than two-hundred examples of early commercial papers including invoices, drafts, foreign exchange, early deeds, checks by prominent people, checks illustrating the development of the credit system, mortgages, contracts, etc.

In an adjoining room are stored all the maps, charts, and pictures of the geography department.

Three Year Course.

This course is intended for those who have had no commercial work in the high school. It is open only to high school graduates. On graduation, the student receives a normal school diploma, and a license to teach commercial branches in high schools. The student must make a declaration of intention to teach. Requirements for graduation: 200 unit hours. Fees: \$10.00 per year.

Junior Year

First Term

Commercial Arithmetic	5 hrs.
English	5 hrs.
Shorthand I	5 hrs.
Typewriting I	2 ½ hrs.
Penmanship	2 ½ hrs.
Physical Education	2 ½ hrs.

Second Term

Commercial Arithmetic	5 hrs.
English	5 hrs.
Shorthand III	5 hrs.
Typewriting II	2 ½ hrs.
Penmanship	2 ½ hrs.
Physical Education	2 ½ hrs.

Third Term

Commercial Arithmetic	5 hrs.
English	5 hrs.
Shorthand IV A	5 hrs.

Typewriting III	2 ½ hrs.
Business or Ornamental Penmanship	2 ½ hrs.
Physical Education	2 ½ hrs.

Middle Year

First Term		Second Term	
Advertising	5 hrs.	Commercial Geography	5 hrs.
Commercial Geography	5 hrs.	Psychology	5 hrs.
Bookkeeping I	5 hrs.	Bookkeeping II	5 hrs.
Shorthand IV B	5 hrs.	Shorthand V	5 hrs.
Typewriting IV	2 ½ hrs.	Typewriting V	2 ½ hrs.

Third Term

Commercial Geography	5 hrs.	Bookkeeping III	5 hrs.
Psychology	5 hrs.	Observation	5 hrs.
English	5 hrs.		

Senior Year

First Term		Second Term	
Spanish	5 hrs.	Spanish	5 hrs.
Commercial Law or Practice	5 hrs.	Commercial Law or Practice	5 hrs.
Commercial Economics	5 hrs.	Commercial Economics	5 hrs.
Office Training or Cost Accounting	5 hrs.	Office Training or Advanced Accounting	5 hrs.
Comptometer or Advanced Typewriting	2 ½ hrs.	Organization of Commercial Courses	2 ½ hrs.

Third Term

Spanish	5 hrs.	Commercial Economics office Training	5 hrs.
Commercial Law	5 hrs.	Salesmanship	5 hrs.
Practice	5 hrs.		

General Course.**TWO YEARS AND TWO TERMS**

This course is intended for those who have had a commercial course. It presupposes not less than three years of commercial education in school. It is open only to those graduates who have had three years of commercial work or an equivalent thereto. On graduation, the student receives a normal school diploma and a certificate to teach in the various branches in high schools. The student must make a declaration of intention to teach. Requirements for graduation: 200 unit hours. 100 per year.

Junior Year

First Term		Second Term	
Commercial Arithmetic	5 hrs.	Commercial Arithmetic	5 hrs.
English	5 hrs.	English	5 hrs.
Shorthand Review IV B	5 hrs.	Psychology	5 hrs.
Typewriting IV	2 ½ hrs.	Typewriting V	2 ½ hrs.
Penmanship	2 ½ hrs.	Penmanship	2 ½ hrs.
Physical Education	2 ½ hrs.	Physical Education	2 ½ hrs.

Third Term

Commercial Arithmetic	5 hrs.	Business or Ornamental Penmanship	2 ½ hrs.
English	5 hrs.	Physical Education	2 ½ hrs.
Psychology	5 hrs.		
Observation	5 hrs.		
Entrance Requirement Credit			25 hrs.

First Term		Middle Year	Second Term	
Spanish or			Spanish or	
Commercial Geography	5 hrs.		Commercial Geography	5 hrs.
Theory of Accounts	5 hrs.		Theory of Accounts	5 hrs.
Commercial Law or Practice.....	5 hrs.		Commercial Law or Practice.....	5 hrs.
Office Training or			Office Training or	
English	5 hrs.		English	5 hrs.
Advertising	5 hrs.		Organization of Commercial	
			Work in the High School.....	2½ hrs
		Third Term		
Spanish or			Commercial Law or Practice.....	5 hrs.
Commercial Geography	5 hrs.		Money and Banking or	
Salesmanship	5 hrs.		Office Training	5 hrs.
Teachers' Course in				
Bookkeeping	5 hrs.			
		Senior Year	Second Term	
Commercial Economics	5 hrs.		Commercial Economics	5 hrs.
Bookkeeping VII	5 hrs.		Bookkeeping VIII	5 hrs.
Commercial Geography V	5 hrs.		Commercial Geography	5 hrs.
Economic History	5 hrs.		Commercial Statistics	5 hrs.

Accounting Course.

TWO YEARS AND TWO TERMS

This course is intended for those who desire to specialize in accounting. It is open only to high school graduates who have had three years of commercial work in the high school, two years of which must be book-keeping. The student should be able to write a good business hand. On graduation, the student receives a normal school diploma and a certificate to teach commercial branches in high schools. The student must make a declaration of intention to teach. Requirements for graduation: 200 unit hours. Fees: \$10.00 per year.

First Term		Junior Year	Second Term	
Theory of Accounts IV	5 hrs.		Shorthand IV B	5 hrs.
Commercial Arithmetic	5 hrs.		Typewriting II	2½ hrs.
English	5 hrs.		Commercial Arithmetic	5 hrs.
Penmanship	2½ hrs.		English	5 hrs.
Physical Education	2½ hrs.		Penmanship	2½ hrs.
			Physical Education	2½ hrs.
		Third Term		
Shorthand V	5 hrs.		English	5 hrs.
Typewriting III	2½ hrs.		Business or Ornamental	
Commercial Arithmetic	5 hrs.		Penmanship	2½ hrs.
			Physical Education	2½ hrs.
Entrance Requirement Credit				25 hrs.

First Term		Middle Year	Second Term	
Commercial Geography	5 hrs.		Accounting Problems	5 hrs.
Cost Accounting or			Psychology	5 hrs.
Office Practice	5 hrs.		Commercial Law	5 hrs.
Advertising	5 hrs.		Spanish	5 hrs.
Spanish	5 hrs.		Salesmanship	5 hrs.
Comptometer	2½ hrs.			

Third Term

Teachers' Course in	Observation	5 hrs.
Bookkeeping	Commercial Law	5 hrs.
Psychology	Spanish	5 hrs.

Senior Year**First Term**

Practice	5 hrs.
Bookkeeping IV or	
Office Practice	5 hrs.
Commercial Economics	5 hrs.
English	5 hrs.

Second Term

Practice	5 hrs.
Bookkeeping IV or	
Office Practice	5 hrs.
Commercial Economics	5 hrs.
Machine Bookkeeping	5 hrs.
Organization of	
Commercial Courses	2½ hrs.

Shorthand Course.**TWO YEARS AND TWO TERMS**

This course is intended for those who desire to specialize in shorthand. It is open only to high school graduates who have had three years of commercial work in the high school, two of which must be shorthand. The previous preparation may be in the Gregg system or in any of the recognized Pitmatic systems, as Isaac Pitman, Benn Pitman, Graham, or Munson. The student at the time of entrance must be able to take dictation of letters at the rate of one hundred words per minute. He is allowed to finish his course in the system he has already studied, within the limitations mentioned above. On graduation, the student receives a normal school diploma, and a certificate to teach commercial branches in high schools. The student must make a declaration of intention to teach. Requirements for graduation: 200 unit hours. Fees \$10.00 per year.

Junior Year**First Term**

Shorthand Review IV A or B..	5 hrs.
Typewriting III	2½ hrs.
English	5 hrs.
Penmanship	2½ hrs.
Commercial Arithmetic	5 hrs.
Physical Education	2½ hrs.

Second Term

Teachers Course in	
Shorthand VI	5 hrs.
Typewriting IV	2½ hrs.
English	5 hrs.
Penmanship	2½ hrs.
Commercial Arithmetic	5 hrs.
Physical Education	2½ hrs.

Entrance Requirements Credit

Third Term

Advanced Shorthand V	5 hrs.
Typewriting V	2½ hrs.
English	5 hrs.

Business or Ornamental	
Penmanship	2½ hrs.
Commercial Arithmetic	5 hrs.
Physical Education	2½ hrs.

Middle Year**First Term**

Spanish or	
Commercial Geography	5 hrs.
Theory of Accounts	5 hrs.
Economic History	5 hrs.
Advertising	5 hrs.
Comptometer	2½ hrs.

Second Term

Spanish or	
Commercial Geography	5 hrs.
Accounting Problems	5 hrs.
Psychology	5 hrs.
Commercial Law	5 hrs.
Salesmanship	5 hrs.

Third Term

Spanish or	Psychology	5 hrs.	
Commercial Geography	5 hrs.	Commercial Law	5 hrs.
Cost Accounting or	Observation	5 hrs.	
Office Practice	5 hrs.		

Senior Year**First Term****Second Term**

Practice	5 hrs.	Office Practice or	
Office Practice or		Bookkeeping IV or VII.....	5 hrs.
Bookkeeping IV	5 hrs.	Commercial Economics	5 hrs.
Commercial Economics	5 hrs.	Organization of Commercial	
English	5 hrs.	Courses in High Schools..	2 ½ hrs.
		Accounting Problems or	
		Money and Banking	5 hrs.

BUSINESS COURSES

Although the commercial work is planned primarily for those who intend to teach, provision has been made for students who expect to take up a business career. Such students are given a thorough training for positions as practical stenographers, secretaries, and bookkeepers. The length of the course, the experienced instructors, and the modern equipment guarantee the best possible results. The school's proximity to the two great commercial centers, Milwaukee and Chicago, affords ample opportunity to secure desirable positions in the commercial field for all who prove to be worthy of recommendation.

Two Years

This course is open to high school graduates or those of adequate preparation. It leads to a diploma (corresponding to the college course diploma) without a teachers' certificate. It offers a thorough commercial training to students who do not wish to teach. Requirements for graduation: 150 unit hours. Fees: \$28 per year.

JUNIOR YEAR**SENIOR YEAR**

Commercial Arithmetic	5 hrs.	Theory of Accounts	5 hrs.
English	5 hrs.	Shorthand V	5 hrs.
Bookkeeping I	5 hrs.	Typewriting IV	2 ½ hrs.
Shorthand I	5 hrs.	English	5 hrs.
Typewriting I	2 ½ hrs.	Advertising	5 hrs.
Penmanship	2 ½ hrs.		
Physical Education	2 ½ hrs.		

Second Term

Commercial Arithmetic	5 hrs.	Commercial Law	5 hrs.
English	5 hrs.	Advanced Shorthand	5 hrs.
Bookkeeping II	5 hrs.	Advanced Typewriting	2 ½ hrs.
Shorthand III	5 hrs.	English	5 hrs.
Typewriting II	2 ½ hrs.	Salesmanship	5 hrs.
Penmanship	2 ½ hrs.		
Physical Education	2 ½ hrs.		

Third Term

Commercial Arithmetic	5 hrs.	Commercial Law	5 hrs.
English	5 hrs.	Advanced Shorthand	5 hrs.
Bookkeeping III	5 hrs.	Advanced Typewriting	2 ½ hrs.
Shorthand IV-A	5 hrs.	English	5 hrs.
Typewriting III	2 ½ hrs.	Elective	5 hrs.
Penmanship	2 ½ hrs.		
Physical Education	2 ½ hrs.		

Electives may be made from the following:

Commercial Geography	5 hrs.	Economic History	5 hrs.
Ornamental Penmanship	2 ½ hrs.	Money and Banking	5 hrs.

One Year

This course is open to persons of suitable age and attainments, qualifications to be determined by personal application and examinations. It leads to a certificate of proficiency in specified subjects. Requirements for certification: 75 unit hours. Fees: \$28.00 per year.

First Term

Commercial Arithmetic	5 hrs.
English	5 hrs.
Bookkeeping I	5 hrs.
Stenography I	5 hrs.
Typewriting I	2 ½ hrs.
Penmanship	2 ½ hrs.
Physical Education	2 ½ hrs.

Second Term

Commercial Arithmetic	5 hrs.
English	5 hrs.
Bookkeeping II	5 hrs.
Stenography III	5 hrs.
Typewriting II	2 ½ hrs.
Penmanship	2 ½ hrs.
Physical Education	2 ½ hrs.

Third Term

Commercial Arithmetic	5 hrs.	Typewriting III	2 ½ hrs.
English	5 hrs.	Business or Ornamental	
Bookkeeping III	5 hrs.	Penmanship	2 ½ hrs.
Shorthand IV-A	5 hrs.		

A student is not required to carry full work in this course. Those who have not had the complete high school course may take less than full work, but no certificate is granted until seventy-five units have been completed. A student may carry half work in this course and work half time in a down town office. In this way a number of our students are able to earn a part of their expenses.

OUTLINE OF SUBJECTS

ACCOUNTING

The object of these courses is to impart both a practical knowledge of and a teaching proficiency in the subject. The student is taught latest bookkeeping methods and, at the same time, a great deal of stress is laid on fundamental principles which underlie all records of business transactions.

This school recognizes the trend of business to-day as perhaps no other institution of its kind in the country. Those taking the courses in this department see and use what their students must use in the modern office, viz., computing, adding, listing, and bookkeeping machines. Instruction is given on the very latest models of hand and electrically operated accounting machines.

Students in the Accounting Course must offer, on entrance, an equivalent of Course I.

All students seeking advanced credit must:

1. Submit for inspection their sets of books completed prior to entrance into this department or a statement from their high school of the text used, and the amount of work covered.
2. Pass an entrance examination in all the accounting courses considered preliminary to that to which they seek admission.

Credit of five unit hours is granted for the successful completion of any of the courses. The five unit hours consist of two hours class work a day, five days each week for twelve weeks. The time required for outside preparation and homework varies from five to ten hours per week, depending upon the ability of the student.

Course I. (12 wks.) First Term and Third Term.

ELEMENTARY BOOKKEEPING, THEORY, AND PRACTICE

The purpose of the course is to give the student a thorough knowledge of the fundamental principles of bookkeeping. It aims to impress upon the mind of the beginner an understanding of the transaction, the written record and the absolute necessity for it, the original entry, the final entry, and the reason.

The work begins with a study of every day commercial happenings, such as the student is familiar with. He learns how to record them in the Journal and Ledger. Having thoroughly grounded the student in essentials, so that he is enabled to translate a business transaction into a Journal entry, the uses of special recording media, such as Cash Book, Sales Book, Purchase Book, etc., are introduced. A great deal of emphasis is placed upon technique so that proper methods of reasoning are established.

Laboratory work is considered of primary importance, so complete sets of books are worked, covering several lines of business. This is accompanied by oral quizzes and discussions.

Text: : Miner and Elwell, Combined Course. (Denise)

Course II. (12 wks.) Second Term.

INTERMEDIATE BOOKKEEPING, THEORY, AND PRACTICE

The purpose is to continue the work started in Course I toward a mastery of the art of recording business transactions. The student should be able to translate a transaction into any system of accounts that would be found in actual business. The aim is to lay stress on those two qualities of mind so essential to the successful bookkeeper or accountant, viz., analysis and imagination.

The effect of different forms of proprietorship on accounts, controlling accounts, opening books, adjusting errors, and closing entries, consignments, profits, preparation of detailed financial and revenue statements, are a few of the topics developed.

The laboratory work is supplemented by quizzes and discussions.

Text:: Rowe, Bookkeeping and Accountancy. (Denise)

Course III. (12 wks.) Third Term

ADVANCED BOOKKEEPING, THEORY, AND PRACTICE

The purpose is to continue the practice of the previous courses and to complete the work from the bookkeeper's point of view. The student is given an idea of modern specialized recording media, short cuts, mechanical appliances and their significance in the business records of to-day, etc.

The commission business, multi-columnar books, analysis of income and expenditures, the grouping of accounts into comprehensive statements, corporate organizations, capital stock, dividends, surplus, reserves, are among the features considered. A great deal of emphasis is laid on the WHY in each case. Considerable skill in adding machine operation is acquired.

The laboratory work is supplemented by quizzes and discussions.

Texts: Rowe, Bookkeeping and Accountancy and Miner and Elwell, Corporation and Voucher Accounting. (Denise)

Course IV. (24 wks.) First and Second Terms

THEORY AND PRACTICE OF ACCOUNTS

The purpose of this course is to give those who wish to specialize in this field, a view of the subject as a science—the accountant's point of view, and to lay a foundation for the more advanced work as outlined in Courses VII and VIII. Special emphasis is placed upon the theory underlying accountancy and each topic is clinched by less difficult problems illustrating the point at issue.

Logical development is followed throughout. Starting with a brief history and review of the bookkeeping field, such topics as controlling accounts and labor saving devices, loose leaf and card systems, classification of accounts and technique of posting, adjustments, insolvency, capital and revenue charges, the effect of different kinds of proprietorship on accounts, etc., are analyzed. The evolution and designing of different books of account and some twelve of fifteen forms of statements are given special attention.

Collateral reading, lectures, quizzes, problems (some of them taken from C. P. A. examinations)

Text: Klein, Elements of Accounting.

Prerequisite: Courses I, II, and III. (Denise)

Course V. (12 wks.) Third Term

MACHINE ACCOUNTING

The idea of this course is to open the eyes of the student to the greatest movement in modern bookkeeping history. The country is welcoming the neat, uniform, legible, printed statement and ledger with open arms. In a short time it will be as necessary to teach machine bookkeeping as it is to teach type-writing.

Considerable time is given to the mechanical theory of the different types of machines, their possibilities and limitations, the proper principles of care and operation, etc. The accounting problems of changing to machine records is a central feature. How it has been solved by leading firms and a study of their forms, is used as a basis upon which the student is asked to work out suitable installations for hypothetical cases. In this course considerable original work is required of each student. Such general theory of accounts information as is necessary is included in class work.

The course is presented by means of machine practice, lectures, assigned reading, and quizzes. Each student is required to work out two machine sets.

Prerequisite: Courses I, II, and III. (Denise)

Course VI. (12 wks.) First Term.

COST ACCOUNTING

This course proposes to develop a special branch of accounting which is of particular present day importance. It is intended to give the student a thorough knowledge of general cost accounting principles as well as some of the practical methods now in every day use. Present day business conditions and economic influences are shown in their relation to costs.

The relation of the cost department to the factory organization is made clear. Materials and supplies are traced through the manufacturing process. Elements of cost, labor costs and payroll bookkeeping, materials, supplies, storekeepers, efficiency methods, fixed charges, etc., are among topics covered. Burden and its application receives special emphasis.

The course is presented by means of lectures, quizzes, problems (some of which are taken from C. P. A. examinations). A complete set of books illustrating manufacturing costs is worked out.

Prerequisite: Courses I, II, and III. (Denise)

Course VII. (12 wks.) Second Term

ADVANCED ACCOUNTING

The purpose of this course is to give practice in the solution of basic accounting problems, as met in professional practice, and to go further into the theory of accounts and finance. The influence of law and economics on accounting procedure is kept in mind at all times. A view is taken of the whole accounting field.

Problems from various C. P. A. examinations are stated, solved, and discussed. Contingent liabilities, deferred debits and credits, executor's, trustee's, and receiver's accounts, amortization, liquidations, income tax, comparative balance sheets, are a few of the various subjects studied.

The course is presented by means of lectures, discussions, problems, and collateral reading.

Prerequisite: : Courses I, II,, and III. (Denise)

Course VIII. (12 wks.) Third Term

AUDITING

The object of this course is to familiarize the student with the different kinds of audits, auditing procedure, and the duties and responsibilities of an auditor.

The general principles are outlined and studied first, then special audits are considered. Working sheets and reports are examined. Montgomery's Auditing serves as a basis and a guide.

The method of presentation is by means of talks, discussions, and solution of problems and questions (many taken from C. P. A. examinations. (Denise)

Course IX. (12 wks.) Third Term

HIGH SCHOOL TEACHERS' BOOKKEEPING

The purpose of this course is to prepare the student to teach bookkeeping intelligently. Special emphasis is placed upon the theory and philosophy underlying the subject. The science is universal, but the art changes from office to office. Some of the special topics considered are: pros and cons of the different methods of approach, long sets vs. short sets, notes, drafts, statement making, valuation of text-books, technique, oral vs. written work, business papers, labor saving devices, journal and ledger forms, voucher forms, cost sheets, etc.

The course is presented by means of lectures, quizzes, assigned readings and laboratory work. (Denise)

COMMERCIAL ENGLISH

The object of these courses is to give power of self-expression in English, adapted to the exigencies of business life. From the compositional point of view, it aims at logical analysis of business situations, organization of thought, and effectiveness of expression. On the literary side, it emphasizes the contemporary literature of the business world as found in the best books and periodicals. The result desired is a mastery of clear thinking that leads to forceful expression.

Course I (12 weeks) First Term

General: English grammar reviewed and studied from the angle of actual speech and writing; sentence structure; the diction of business; outlining, leading to simple themes upon prepared outlines; daily spelling and punctuation.

Oral: Reports are given one day each week upon readings; informal discussions are encouraged, and debates are prepared. The objects sought are: the elimination of specific speech errors; and the cultivation of the effective use of the English language.

Literary: Comparative study of five of the best periodicals of general interest and five of the best business periodicals is so carried on throughout the semester that by the end of the term every student is familiar with the ten periodicals. An English Club is organized within the class to meet once a month. This affords practice in parliamentary procedure and furnishes programs of culture value. (Lee)

COMMERCIAL CORRESPONDENCE**Course II (24 weeks) Second and Third Terms**

It is increasingly the opinion of educators that commercial correspondence should be treated as a separate subject. The aim of this course is inductive. The theory of the subject is developed by the student's experience and formulated in his own words.

The work of the course is divided into three sections: 1. Occasional letters (inquiry, introduction, application, recommendation); 2. Letters advertising and selling goods (sales and advertising); 3. Letters arising from the sale of goods (order, acknowledgment, adjustment, credit and collection). At the beginning of each class, the student is given a set of problem situations each of which is to be answered by an effective letter. The first draft of these letters is due on Mondays, Wednesdays, and Fridays. The letters are corrected by the teacher, revised by the pupil, and put into the notebook in final form each Monday. At the end of each group the student formulates in his own words the theory of each particular letter developed so far. By the end of the term, each student will have a valuable text and reference book on commercial correspondence which he himself has written.

The mechanics of commercial correspondence are discussed throughout the term. (Lee)

SENIOR ENGLISH**Course III. (12 wks.) First Term. Senior Year**

The aim of this course is four fold: 1. Mastery of the paragraph; 2. Ability to analyze and develop in extended form the situations and problems of the commercial world; 3. Ability to plan a suitable high school course in Commercial English; 4. To familiarize students with values in Commercial English text books.

1. The Paragraph. The work begins with the study of sentence structure in its three phases: unity, coherence, and emphasis. Then the unit paragraph is taken up and a thorough study made of the topic sentence. Next follows a discussion of the related paragraph and its difference means of development. Considerable time is spent in discrimination in diction, actual business letters being used as the material.

2. Extended Organization. At the beginning of the term, a subject suited for investigation is chosen. The results of six weeks' investigation on this topic are accumulated on a card outline system, carefully organized, and finally embodied in a theme of about 2,000 words.

3. The High School Course. Considerable time and study are devoted to the length and composition of high school courses in Commercial English, their relative values, and opportunities. Each student is given a group of problems involving this question which he solves in the light of present day demands.

4. Commercial English Texts. A large majority of all the texts on the market are studied according to an outline which each student has in his possession. The purpose is to determine the values in books which may aid the teacher in presenting the subject, and to aid her in making a wise selection of texts to which she may refer students. (Lee)

COMMERCIAL GEOGRAPHY

Commercial geography is being given an important place in the modern high school curriculum. The demand for teachers who can handle the subject is ever increasing. The following courses are intended to fit teachers to teach the subject. The work is organized on the basis of a minimum of one year's work. The methods work is, therefore, deferred until the third term. It is recommended that students take Course I for

the first term's work, select one from Courses II, III, IV, or V, for the second term, and finish the year's work with Course VI. (Lathrop.)

Course I. (12 wks.) First and Second Terms 8:00-8:50

Commercial Commodities 11:10-12:00

This course includes a discussion of the chief commodities of commerce. The chief products of the animal, mineral, vegetable, and manufactured group are studied. Geographic factors in production, demand, and marketing are emphasized. The casual idea is carried thruout the course. Emphasis is placed on products of the United States.

Test: Smith's Industrial and Commercial Geography. (Lathrop)

Course II. (12 wks.) Second Term 11:10-12:00

Economic Geography of the United States

This course makes a detailed study of the United States. Physiographic provinces from the basis of the work. Study of harbors, ports, and the chief industrial cities. The economic importance of soils, climate, minerals, waters, and forests is also studied. Conservation of our natural resources constitutes an important part of the course. The current problems in the development of the foreign commerce of the United States is given attention.

Prerequisite Course I.

Text: Library References. (Lathrop)

Course III. (12 wks.) Second Term 8:00-8:50

Economic Geography of South America

South America is described as the continent of opportunity. The vast resources of the continent are studied in an attempt to discover their importance to the modern world. A detailed study is given the various countries emphasizing Argentina, Brazil, and Chile. Attention is given to the opportunity for development of United States' commercial relations with South American countries. The importance of Panama Canal is noted.

Prerequisite Course I.

Text: **Enoch**, Republics of Central and South America, (not given 1919-20) (Lathrop.)

Course IV. (12 wks.) Second Term 8:00-8:50

Economic Geography of Europe

This course makes a general survey of Europe to form a basis for the work. A study of the economic geography of the several countries constitutes most of the work. Emphasis is given to the chief commercial nations, viz. United Kingdom, France, Germany, Austria-Hungary (or countries derived therefrom) Italy and Russia. Attention is given to geographic and industrial causes of the war and changes in the map of Europe resulting from it. This course is especially valuable at present to get firmly fixed in mind, the new order of things in Europe.

Prerequisite Course I.

Text: Library References. (Lathrop)

Course V. (12 wks.) First Term 8:00-8:50

Economic Geography of the Wisconsin Zone.

This zone includes Wisconsin and contiguous areas, especially northern Illinois and Chicago, the Red River region, the "Zion Cities", the iron district about Lake Superior, and the upper peninsula. The course makes an extensive study of the geographic facts that influence the industries of this region.

Prerequisite Course I and II.

Texts: State Survey Bulletins; Journal of Geography. (not given in 1919-20) (Lathrop)

Course VI. (12 wks.) Second Term**8:00-8:50; 11:10-12:00****World Commerce**

This course includes a study of world commercial routes, geographic influences determining course of routes, termini, and products exchanged are noted. A study is made of the chief commercial cities with reasons for importance. Attention is given to banking facilities and the general economic machinery back of world commerce. The last of the term is devoted to a brief study of methods in high school commercial geography. This course should be taken by all students.

Prerequisite Course I; One of Courses II, III, or IV recommended.

Text: **Smith**, Industrial and Commercial Geography. (Lathrop)

COMMERCIAL MATHEMATICS

The sole aim in this course is to give that work which will best prepare the student to be a successful teacher of commercial arithmetic; and, with this in view, the course will include an exhaustive review of the subject matter, best methods of teaching the subject, and theory and practice in mental and machine computation.

This course extends through three terms of twelve weeks each. The first half of the first term will be devoted to advanced rapid calculation work; the second half, to machine computation. The work of the second term will consist in a review of the fundamental principles, as well as provide an opportunity to apply the principles of rapid calculation for the purpose of developing skill. The third term will be devoted to methods of teaching and the selection of topics for model courses of study for use in commercial high schools; also, practical, difficult commercial problems will be solved and thoroughly discussed.

Mental Computation (6 wks.) Credit, 2½ units.

This course will present the theory of, and the best methods of rapid calculation, as well as supply scientific practice material for use in developing speed. Especial attention will be given to a development of the fundamental processes, and the use of practical, labor-saving devices will be emphasized. The course will include:

Drills to develop rapid, accurate computation. Single-column, single figure addition, presented by means of a set of problems, which are scientifically constructed to include every possible combination in addition. Horizontal addition, and methods of proof. Best methods in subtraction. Scientific set of problems in subtraction which involves every possible combination. Drills to develop speed in subtraction. Scientific drills which exhaust the number facts in multiplication. Problems involving every possible condition in multiplication. Scientific drills and problems in short division. Use of complements in the solution of problems in addition, subtraction, multiplication, and division. Practical applications of the theory of cross multiplication to the solution of problems. Horizontal extensions, invoices, pay-rolls, tax extensions, etc. Short method of multiplying long decimals, true to any required degree of accuracy. Other practical devices in multiplication. Method of long division in which partial products are not written. Short method of division of long decimals, correct to any degree of accuracy desired. Practical list of aliquots and use of same in multiplication and division. Methods of testing the accuracy of results. Speed drills in the fundamental processes. Contests in rapid calculation. Curtis and Woody tests. Measuring individual and class efficiency by means of graphs.

Lectures, demonstrations, drills, and note-book work. (Goff)

Machine Computation (6 wks.)**Credit, 2½ Units.**

The purpose of this course is to familiarize the student with the methods of machine solutions and to develop speed and accuracy in applying these principles. One recitation period each day will be devoted to a

study of common business problems, and one to scientific drills and machine practice work. Comptometers, Monroe, Marchant, and Brunsviga Computing machines are used for this work. The course includes the following:

Theory of machine addition. Touch system of addition. Use of so-called double numbers. Correction of errors. Horizontal extensions. Theory of subtraction. Use of complements. Relation of subtraction to addition in machine work. Solution of bank balance problems. Theory of multiplication. Two figure multipliers. Three figure multipliers. Split multipliers. Continued multiplication. Multiplication of long decimals. Fixed decimal multiplication. Proof of multiplication by multiplying negatively. Theory of division. Relation of division to addition. Division of long decimals. Use of reciprocals in division. Methods of checking results. Solution of practical commercial problems; such as, serial discounts, payrolls, tax extensions, interest, bank balances, pro-rating, percentages, invoices, etc. Text: *Mechanical Arithmetic*, published by Felt and Terrant Mfg. Co., Manufacturers of the Comptometer. (Goff)

Commercial Arithmetic (24 wks.)

Credit 10 Units

The object of this course is two-fold; first, it is the aim to give an exhaustive review of the subject-matter of commercial arithmetic; and second, to make the course distinctly professional from the teaching standpoint. Practical, but difficult commercial problems taken from actual business life will be solved, and the students will be made familiar with the trade conditions that underlie each problem discussed. Emphasis will be placed upon the definitions, axioms, and principles involved in these solutions in order to develop correct reasoning habits. The following topics will be discussed:

Theory of numbers. Classification of numbers. Review principles of fractions, common decimal. Principles of percentage. Determination of costs and selling prices. Computing profits as a per cent of the sales. Interest—Simple, Compound, Periodic. Short methods of interest computation. Comparison of United States Rule and Merchants' rule for the solution of problems in partial payments. Stock and bond transactions. Use of graphs in interpreting statistics. Construction, interpolation, and use of interest, annuity, sinking fund, and bond value tables. Domestic and foreign exchange. Tax and duties. Insurance problems. Partnership settlements.

Selection of topics for half-year course. The full year course: collection of material; such as, bonds certificates of stock, charters, insurance policies, etc. Stimulating interest by graphing individual and class progress. Lectures, quizzes, and note-book work. Text: *Van Tuyl, Complete Business Arithmetic*. (Goff)

OFFICE TRAINING

If the program of commercial education is to be complete, it must offer the opportunity to execute as well as to theorize. The course in office training aims to effectively correlate theory and practice by creating a well organized business office atmosphere through the medium of which the student may be given some definite, practical knowledge of the essentials of business. By means of five well equipped offices, students may continue the training under actual office conditions. The problems used are of such a nature as to offer a wider experience than can be obtained in regular business offices in a longer time. Special encouragement is given to all students to add to this training during the summer vacation months as much business experience as possible.

Special provisions have been made for the housing of the work, in office training. On one side of a large room, five offices are arranged. These include a bank, insurance office, tax collection office, office of a manufacturing company, and the office of the General Realty Company. Each of these offices has been provided with a filing equipment, blanks,

stationery, etc. The bank is known as the Commercial School Practice Bank and has the equipment of a small country bank. Special checks, drafts, and other stationery are provided. In another part of the room are five special desks and three typewriter desks. The room is provided with six typewriters, comptometer, multigraph, map-talk system, adding machine, check writer, commercial reports, etc. Seven students will be admitted at a time during the coming year. All students in this department must check in, check out, and keep accurate account of the amount of time given to the work. Every effort will be made to create actual office conditions. All assignments of work are given by the instructor in the form of business problems. An elaborate collection of correspondence, legal papers, maps, charts, and estimates of the Realty Company are accessible to the students. The problems include the Realty Company's relation to the bank, the placing of insurance, collection of rentals, transfer of real estate, paying of taxes, special assessments, purchase of equipment, construction of dwellings, etc.

Office Training (12 wks.) All Year

The course covers a period of twelve weeks, the work being divided into two divisions of six weeks each. During the first six weeks, the student is trained in the routine work of the office. In the second half, the student is assigned to work in five special offices. The student's work is done in double periods in both cases. Only students who have taken the first six weeks are eligible to take the second. To enter the department, the student must make formal application for admission, and when accepted will be given the opportunity to work in several positions. A weekly recitation will be held for discussion of the problems which have occurred. Special reports on assigned reference work.

A small fee is required in this course.

Office Routine (6 wks.) All Year

The training will be given through the medium of a well organized corporation. The students become its employees, and serve in two or three capacities during the term. Their assignments are given in the form of prepared problems, involving actual business transactions. They do the corporation's business in banking, insurance, tax paying, general buying and selling, handling and routing of mail, filing of letters, data, shipping and billing, and in the keeping of office records.

Office Organization and Management (6 wks.) All Year

Provision made for specialized training in offices, special assignments in office routine and weekly reports; office planning, arrangement, organization, and management; standardization of equipment; measurements of efficiency, organization, and charts; lectures by experts in insurance, banking, taxing, business organization; office training courses in the high school.

GREGG SHORTHAND

Students not having had Gregg Shorthand in high school are required to take at least four terms of work. Those expecting to teach Shorthand should plan their course to take six terms. All students in the Teachers' Course are required to take IVB or VI.

First Year. Gregg I and II (24 wks.) First and Second Terms

First seven lessons Gregg Shorthand Manual. Drills for penmanship. Gregg Speed Studies. Plates from the Gregg Writer. Writing of plates in competition with other members of the class for development of Shorthand style and improving of penmanship. Frequent drills upon word-signs. Short letters based upon first sixteen lessons of Manual. Each lesson must be passed on test of 90 per cent. (Miss Rough)

First Year. Gregg III. (12 wks.)

Completion of Manual. Preparation of O. G. A. Tests in Current Numbers of Gregg Writers. Dictation from Short business Letters at rate of 80 words per minute. Review of Manual and Transcription of Gregg Writer plates. (Miss Rough)

Gregg IV-A

Review of Manual. Beginning Dictation.

Transcribing of Gregg Speed Studies. Study of Style and Development of Speed. Dictation of Graded Letters. Reading and Transcription of Gregg Writer Plates. Preparation of O.G.A. tests. Ability to take dictation at 90 words per minute. (Miss Rough)

Gregg IV-B

Review of Manual. Methods.

This course for Seniors who have had only 1 year of Shorthand and expect to teach. Additional lists of words for each lesson. Discussion of methods for presentation of subject matter. Discussion of board work and development of board penmanship. Drills for shorthand penmanship. Relative merits of various dictation books. (Miss Rough)

Gregg V.

This course is to follow IV-A

Development of Shorthand Speed. Dictation from many practical business letters. Rapid reading and writing of Literary Articles, with transcription of notes. Gregg Speed Studies completed. Ability to dictation at 100 words per minute. (Miss Rough)

Gregg VI.

This course should follow Gregg V or for students who have had two years of shorthand in high school.

A review of the principles of Gregg Shorthand from the teacher's point of view, with lists of extra words on lessons in the Manual. Instruction in methods of presenting each lesson, with discussion of the different methods required in the work of high school and business college students. Drills for shorthand penmanship; methods of dictation; attention to phrase making and writing. Reading of many shorthand articles, Sign of the Four, Gregg Writer. Criticism of shorthand notes. Relative merits of various dictation books. (Miss Rough)

PITMAN SHORTHAND**Course I. (12 wks.) First Term**

A thorough study and mastery of the fundamental principles of the systems. The course takes up the word building principles and aims to develop the ability to write words according to the rules of the system without hesitation. Phrasing is introduced early, and the word signs of the system are thoroughly mastered.

Course II. (12 wks.) Second Term

Pitman Dictation Course. Translation of the reader. Dictation of letters based on the Pitman Reader. Requirements: Ability to write letters at not less than eighty words per minute.

Course III. Third Term

Pitman Dictation Course continued. Manual completed. Translation of the "World's Greatest Short Stories" in Pitman shorthand, and dictation based on the same. Requirements: Ability to write letters at not less than eighty words per minute.

Course IV. (12 wks.) First Term

Shorthand review course. This course is given in the first term of the shorthand course and is open only to high school graduates who can take dictation of letters at one hundred words per minute. A thorough study of the fundamental principles of shorthand. The stress is laid on the accuracy of the outlines rather than speed. A review is made of word signs, distinguished words, prefixes and suffixes, omission of consonants, omission of vowels, joined prefixes, compound joined prefixes, disjoined prefixes, joined affixes, disjoined affixes, analogical abbreviations, phrase writing, the principles of good phrase making, the use of breves, and methods of obtaining accuracy of outlines.

Course V. (12 wks.) Second Term

Advanced Shorthand. Translation of prose selections from shorthand into English. Rapid reading. Dictation of prose selections. Dictation from David Wolfe Brown's "Factors of Shorthand Speed." Selections from the "Universal Dictation Course." The writing of two of Daniel Webster's speeches, "Bunker Hill Monument" and "Adams and Jefferson." Requirements: Ability to write prose at the rate of 135 words per minute.

Course VI (12 wks.) Third Term

Shorthand methods. A study of the methods of teaching shorthand. Elements in the recitation. Faults to be avoided in the teaching of shorthand. Essentials of shorthand speed. Selection of dictation material. Proper methods of conducting a speed class. Relative merits of repeated and new matter. Qualifications and duties of a shorthand secretary. Editing of material. Court reporting. Requirements: Ability to take court testimony at the rate of 175 words per minute.

COMMERCIAL SPANISH

This course aims to give an accurate knowledge of commercial Spanish. It is designed to be as practical as possible and usable in our trade relations with our southern neighbors. In our bid for commerce with Mexico, Central America, Panama, the nations of the southern hemisphere, Cuba, the Philippines, and our island possessions, "the barrier of language" must be removed. A knowledge of their national characteristics, their history, their institutions, their political, social, economic and spiritual ideals, their customs and their methods of business, is best acquired through a thorough a study and mastery of the Spanish language.

Aside from this, there is of course, the literary training which the study of any foreign language gives, a better understanding of the syntax of the English language, a cataloging of the student's English, and an appreciation of the music of the Spanish words. The course is open to students other than commercial students.

Course I. (36 wks.) One Year

Study of Spanish pronunciation. Rudiments of grammar. Conjugation of auxiliary, regular, and the more common irregular verbs. Writing of easy Spanish from dictation. Spanish conversation, composition and oral reading. Text: **Monsanto and Languellier. Harrison, Elementary Spanish Reader.** (Miss Wood)

Course II. (36 wks.) Second Year

Prerequisite, Course I. Advanced work in composition, commercial correspondence, conversation and reading. Close attention is given to the vocabulary of trade. Oral reading with and without translation; extemporaneous translation from the printed page and from dictation. Each student must subscribe to a magazine printed in Spanish. Text: **Monsanto and Languellier. Harrison, Spanish Commercial Reader.** (Miss wood)

TYPEWRITING

Required of all students in stenography. A thorough course in touch typewriting, bringing into use all the standard makes of machines. It is designed primarily for teachers of typewriting, and special instruction is given in methods and practice. Accuracy is emphasized throughout the course. Students in the third and fourth terms are allowed to do practical work, either in the down town offices or in the different offices and departments of the school. All students in Teachers' Course are required to take Course V.

Course II (12 wks.) Second Term

Continuation of letter writing; instruction in the use of the special machine attachments; the different forms and the proper arrangements of letters; legal papers, bills, statements, and other modern business forms; machine dictation; accuracy and speed tests conducted under the direction of the teacher. Tests for promotion: Ability to copy new matter at not less than twenty-five words per minute, net, for ten minutes with not more than five errors. (G. A. Nichols)

Course I. (12 wks.) First Term

Instruction in the care and use of the typewriter; position at the machine; memorizing the keyboard; special drills and exercises to secure finger control and an even, firm touch; a thorough mastery of the keyboard through words and especially arranged sentences and letters. (G. A. Nichols)

Course III. (12 wks.) Third Term

Continuation of letter writing; correction of transcripts; arranging, paragraphing, capitalizing, and punctuating of letters and connected discourse; manifolding; advanced tabulation; stencil work; instruction in the use of the mimeograph, the letter press, roller-copier, and phonograph; machine dictation; accuracy and speed tests; transcription of shorthand notes. Test for promotion: Ability to copy new matter at not less than forty words per minute, net, for fifteen minutes, with not more than five errors. (G. A. Nichols)

Course IV. (12 wks.) First Term

Arrangements of promiscuous matter; court reporting, evidence, arguments, pleas, petitions, degrees; specifications; transcription of shorthand notes with practice on matter covered in a day's work by a typewriter operator; training for advanced typewriting speed tests, with methods for forcing speed under high tension; preparation for civil service examinations. Test for promotion: Ability to copy new matter at not less than sixty words per minute, net, for thirty minutes. (G. A. Nichols)

Course V. Teachers' Course. (12 wks.) First or Second Term

Lectures given on the pedagogy of typewriting and the most economical methods of securing skill in teaching the subject. Comparison of various methods of presenting the work in the elementary stage and a study of various methods of developing speed and accuracy. Finger gymnastics and rhythm work. Study of the care of the typewriter and making of simple repairs. Outlining of complete course for high schools, including stenographic pointers and suggestions. Test for promotion: Ability to conduct class, putting into practical application the principles studied, and ability to pass tests on the theory of teaching typewriting. (G. A. Nichols)

MISCELLANEOUS SUBJECTS

Penmanship. Each Term.

The object of the course is to acquire the ability to write a plain, legible business hand. Neatness, rapidity, and uniformity in execution are required rather than ornamentation. The time necessary to attain

the required standard may vary in individual cases. Some students may complete the work in less than thirty-six weeks while others may require more than that amount of time. Students are excused from further instruction in the subject when they have reached the standard established. In case a student allows his hand writing to retrace, he is required to re-enter the penmanship class and continue the study until his style of writing becomes permanently fixed.

The course consists of graded drills to secure the proper movement, uniformity, slant, and spacing; blackboard practice and methods of teaching. To complete the course a student must be credited with not less than three acceptably written practice plates, which must be up to the standard required for teachers' awards. The first plate consists of a selection of prose, the second of a business letter and the third of a business statement involving figures, abbreviations, etc. At least two weeks must elapse between the execution of the plates. They must be written in the presence of the instructor and filed as the property of the school. A statistical study is also made of the progress of the class, based on the Thorndike and Ayers tests, and students are given much actual practice in using the standard scales for measuring handwriting.

Ornamental Penmanship (12 wks.) Third Term

This course is designed for those who wish to become proficient in the art of fine writing. It includes ornamental writing, pen lettering in Old English and German, blackboard writing, and methods of teaching.

Psychology of Commercial Subjects (24 wks.) Second and Third Terms **11:10-12:00**

A study of the fundamental principles of psychology with application of these principles to the problems of the commercial teacher. The following topics are studied: the general features of the conscious life; sensation; appreciation; association; dissociation; attention; preception; memory; imagination; conception; judgment; reasoning; development of volition. Psychology and advertising; principles of appeal and response; establishing associations; law of suggestion; attention and memory devices; strength of instincts and interest. Psychology and salesmanship. Psychology as applied in teaching bookkeeping, arithmetic, and penmanship. Psychology of skill in relation to the teaching of shorthand and typewriting. The development of speed. The curve of learning. Causes of periods of retardation. Analysis of the learning consciousness. The letter association stage in typewriting. The syllable and word association stage. The expert stage. Distribution of attention in the various stages of the learner's progress. Visual and motor-tactual images. Development of motor-tactual control. Short circuiting. Retention of skill. Acquisition of habits. Testing and measuring results in commercial education. Lectures and assigned readings (Reed)

Observation (12 wks.)

Each Junior in the teachers' course is required to take work in observation the last term in the year. The object of the course is to give an insight into the presentation of commercial subjects. The method of treatment in the various subjects is seen in the observation of classes in the high school department of the training school. Texts: **Parker's Method of Teaching in High School**; **Strayer, A brief Course in the Teaching Process**; **Kahn & Klein, Principles and Methods in Commercial Education**. (Maxwell)

Practice Teaching (24 wks.) Hours Arranged

Each senior is required to teach at least two terms, and inexperienced people are frequently required to teach an additional term in the Commercial High School. The subjects change each term, so it gives an opportunity for a person to secure experience in teaching two or three subjects. (Maxwell)

Commercial Law (24 wks.) First and Third Terms

The object of this course is to give the student a general knowledge of the law. The course covers the following subjects. Law in general, contracts, agency, sale of goods, bailments, innkeepers, common carriers, partnership, corporations, negotiable instruments, fire and life insurance, credit and loans, suretyship and guaranty, real property, fixtures, mortgages and liens, landlord and tenant; wills and the administration of estates. A study will be made of the leading cases on the above subjects. These cases are used to illustrate the principles of law. Use is made of about two hundred cases. Lectures and quizzes. (Reed)

Advertising. First Term

A general course in the principles of advertising. The relation of advertising and selling. Economic phases of advertising. Advertising as a factor in distribution. Marketing a new product. What determines the kind and extent of advertising.

A critical study of copy, as to form, composition, style, and function. The component parts of copy. The different styles of copy. Reminder copy. Salesmanship copy. Adapting the copy to the reader. Use of humor in copy. Layouts. The relation of copy and display. Advertising Art and Display. Artistic elements in advertising. A study of form, balance, color, and harmony.

The points of a good advertisement. The advertising appropriation. Medium selection. Essentials of a good medium. Classification of mediums. When to use magazine space. When to use newspaper space.

The advertising agency. Organization. Agency service. Commissions. Relation of advertiser and agency. Establishing an agency.

The advertising manager. Qualification. Duties.

Advertising campaigns. The selling plan. Typical campaigns.

Psychology of advertising. Attention. Attention value of large and small space. Establishing associations. Instinct and habit. Principles of memory. The will. The laws of thinking as related to advertising. Psychological experiments in advertising.

Advertisement files and records. Recording and checking advertisements. Copyrights.

Advertising as a profession. Opportunities and how to get a position.

Lectures and assigned readings. (Reed)

Advertising Art. (12 wks.) First Term

The aim of this course is to promote appreciation of artistic advertising and to familiarize the student with the essentials of a good poster through practice in composition, color, and lettering; also through criticism of current advertising material. (Flora Potter)

Salesmanship. Second or Third Term

General Course in the principles of Salesmanship. The philosophy and function of Salesmanship. The place of Salesmanship in modern society. The different kinds of Salesmanship. Co-ordination of Salesmanship and Advertising.

The salesman's training, education and attitude. General qualifications of the salesman.

Psychology of Salesmanship. The nature of the human mind. The exercise of influence. Judging human character. Nature value and training of memory. The nature, use, and development of the imagination. Attention, interest, and will. The psychology of a sale. Psychology and business in general.

Salesmanship letters, analysis and study of the pulling power of letters. Retail Selling Problems of the retail merchant.

Meeting Competition. Extending Credit.

Wholesale selling. General problems of the wholesale merchant.

The demonstration. Clearness of proposition. Long and short circuit appeal. Closing the sale. Use of samples. Use of testimonials. Objects of the demonstration.

Consolidation in direct selling. Central selling organization. Subsidiary selling organizations. Mail order. Chain stores. Exclusive agencies. Direct selling. Reasons for direct selling.

Sales management. Co-ordination of selling organization and business organization. Sales plans, Sales campaigns. House policies. Methods of distribution. Relation of salesman to credit.

Practical demonstration work.

Lectures and assigned readings. (Reed)

ECONOMICS

Money and Banking (12 wks.) Second Term.

The following subjects are studied: Standards of Value; Use of Certain Metals in Exchange; Value of Money, credit and credit instruments, and their use in Foreign Exchange; Origin and Development of Banking in the United States and in representative foreign countries; Money Markets; Federal Reserve System; Rural Credit System; Fluctuations in Money, its influence on price, etc. Special stress is placed on present conditions in the United States with the idea of simplifying and making easily understood our handling of the question. Text: **Scott**, Money and Banking, supplemented by collateral reading and class discussions on current monetary questions from magazines and current reports. (Lee)

Commercial Economics (36 wks.) Throughout the Year

This course deals with economics of trade, and the entire field is divided into the periods of barter, economy, medium of exchange economy, and credit economy. Actual illustrations of each period are discussed, and the subject is made as practical as possible. Economic concepts of consumption, production, exchange and distribution are introduced and discussed from the standpoint of, and application to, current economic problems. Questions of public ownership and control of railways, labor problems, fluctuations in prices, etc., are daily discussed. Graphs are plotted, showing fluctuations in various fields. Each student is encouraged to investigate and work out a topic on some practical subject which interests him. Text: **Bullock**, Introduction to the Study of Economics; **Ely**, Outline of Economics, supplemented by readings from library books and current literature. (Lee)

Commercial Statistics (12 wks.) Second Term.

The aim of this course is to teach the student to handle statistical data which others have collected or which he may collect, to use it and put it in such shape that it may be of real value to him or others. In order to do this, a great deal of material is collected and studied. Various methods of presenting statistical material are considered and discussed, and the theory of elements of statistics is worked out from actual handling of concrete materials. Graphs of various kinds are constructed. Manipulation of figures to prove various problems is done, and finally a statistical problem of present-day importance is selected by each student and worked out during the term. The practical value of statistics is emphasized throughout the course. Students completing this course satisfactorily will be prepared to pass civil service examinations in the subject, preparatory to entering state employment. Text: **King**, Elements of Statistical Method. (Lee)

The Commercial High School.

The Commercial High School is a laboratory for the trying out of youth. In these four years of varied activity, the adolescent learns by experiment his limitations and his capacities, and is finally self-directed into the part he is best fitted to play in the life of the community.

Direction, however, is but half its task. The bulk of boys and girls who enter high school do not go on to college. Consequently, they must be trained to think and work for themselves so that when these four years of transitional life are over, they may be self supporting and self-respecting.

This school recognizes a certain amount of business training as essential to success in every occupation. It offers to the commercially minded boy or girl a thorough vocational training that fits for immediate entrance into the business world. It includes, however, in its courses electives in mathematics, languages, science, and history, sufficient to secure for its graduates who wish collegiate training, entrance without examination into the Liberal Arts course of any college or university.

The equipment of the Commercial High School has kept pace with its enrollment. In addition, to this increasing equipment of its own, the Commercial High School uses much of the Normal School equipment, including the splendid library of 14,000 volumes, the new gymnasium, and athletic field.

One-half of the classes are taught by student teachers, seniors in the commercial and high school courses of the Normal School, under the closest supervision of the Normal School faculty. The other half of the classes are taught by the faculty of the Normal School, student-teachers and Normal teachers alternating by terms. Instruction by specialists, library and physical training equipment equal to that of many colleges, make here a splendid opportunity for the young person who desires a modern, practical high school training. The school is accredited by the University of Wisconsin.

While sharing in the larger activities of the Normal School, the Commercial High School has developed its own social and civic life. The boys have a strong athletic association and are members of the Wisconsin Inter-scholastic Athletic Association. They have had particular success in basketball. The dramatic activities are unusually creditable. The school has its own assembly room and assembly programs. Social enjoyment under proper supervision is encouraged and supported.

The government of the school is in the control of the principal, and is based upon the same regulations that control the actions of the student body in the rest of the Normal School.

The Course of Study.

Fifty units (two of which must be physical training) are required for graduation. The school year is divided into three terms of twelve weeks each. One unit of credit is the equivalent of one term of prepared recitations five days a week.

REGULAR COMMERCIAL COURSE

First Year

Required	Units	Elective	Units
English	3	French	3 ½
Rapid Calculation	1	Spanish	3
Buying & Selling	1	Latin	3
Commercial Arith.	1	Home Economics	1 ½
S. & Penmanship	3	Manual Training	1 ½
Physical Training	1 ½	Typing	1 ½
		Algebra	3

Second Year

English	3	Botany or History	3
Bookkeeping	3	Spanish	3
Elementary Science	3	French	3 ½
		Latin	3
		Shorthand & Typing	4 ½
		Manual Training	1 ½
		Geometry	3
		Physical Training	1 ½
		Music	2
		Drawing	3

Third Year

English	3	French	3 ½
Shorthand & Typing	4 ½	Spanish	3
European History II	3	Latin	3
Physical Training	1 ½	Geometry	3

Fourth Year

American History and Civics	3	Chemistry or Physics	3
Commercial Geography	3	Spanish	3
		French	3
		Latin	3
		Bookkeeping, Adv.	3
		Shorthand or Typing	1 or 3
		Commercial Arithmetic	1
		Advertising	1
		Salesmanship	1
		Commercial Law	2
		Office Training	1
		English	3

ACADEMIC COMMERCIAL COURSE

First Year

Required	units	Elective	Units
English	3	Latin	3
Algebra	3	French	3
Foreign Language	3	Spanish	3
Physical Training	1 ½	Spelling & Penmanship	3
		Commercial Arithmetic	3
		Manual Training	1 ½
		Home Economics	1 ½
		Botany	3

Second Year

English	3	Latin	3
Geometry	3	French	3
Foreign Language	3	Spanish	3
Shorthand & Typing	4 ½	Physical Training	1 ½
or		European History	3
Commercial Geography	3		

Third Year

English	3	Latin	3
Shorthand & Typing	4 ½	French	3
Botany and Eng. History	3	Spanish	3
or		Music	1 ½
Commercial Geography	3	Drawing	1 ½
Physical Training	1 ½	Physics or Chemistry	3

Fourth Year.

English	3	Chemistry or Physics	3
Am. History Civics.....	3	Latin	3
		French	3
		Spanish	3
		Advanced Algebra	2
		Solid Geometry	1
		Shorthand	3 or 1
		Typing	1½
		Physical Training	1½
		Bookkeeping	3

OUTLINE OF SUBJECTS

The purpose of these courses is to secure clear thinking, organization of material and power of expression in writing and speaking. It aims further to develop the reading habit and discriminating appreciation of contemporary literature as found in the newspapers, magazines, and books.

Course I. (36 wks.) First Year

General: Manuscript essentials. The use of the Dictionary. The use of the Library. One day a week on grammatical fundamentals using the new nomenclature. A study of sentence construction. Paragraph themes on the student's own experience. The friendly letter. Outlining as a means of developing constructive thinking. One hundred and fifty word themes on prepared outlines, sources from the newspapers. Daily spelling and punctuation.

Oral: Short reports on familiar subjects, aiming to secure good preparation, good delivery, and correct English. Topics from newspapers aiming to secure the most forceful statement of current events.

Literary: A weekly magazine or newspaper is used as a class text. The class organizes itself into a literary society, meeting every three weeks to practice parliamentary procedure and to give literary programs.

Course II. (36 wks.) Second Year

General: Grammar one day a week. A study of the simple paragraph. Practice in keeping notes. Home business letters, such as requests of adjustment, inquiries, orders. Word study: stem, prefix, suffix, derivation, syllabication, synonym, definition, and sentence illustration. Colloquial English, improprieties, barbarisms, slang. Daily spelling and punctuation.

Oral: Argumentation, both formal and informal, the aim being to secure the power of thinking on one's feet. Subjects taken from topics of local interest. Exposition from black board figures, developing the power to work on the board and talk at the same time. The elimination of personal speech errors, one by one.

Literary: Student is required to read and report on two standard contemporary books, one fiction and one travel. The newspaper is continued as the class text. The Literary Society gives debates and impromptu dramatizations.

Course III. (36 wks.) Third Year

Correspondence: About two-thirds of the time is devoted to a study of the following types of letters: Inquiries, orders, acknowledgements, adjustments, credits, collections, sales, follow-ups, circulars, and applications for positions. After stating certain fundamental principles governing each type of letter, the instructor gives a group of probable situations, each of which is to be answered by an effective letter. When these letters have been corrected and revised, the student writes a theme sum-

ming up the theory of that particular type of letters. All approved work is typewritten for final inspection, graded, and returned to the student to be kept neatly in a loose leaf note book. By the end of the term, each student has a text and reference book on correspondence which he has written himself.

Oral: One oral report a week is required throughout the term based upon business situations or the broader phases of commercial life.

Literary: The student is expected to read intensively two good books on business subjects, reporting on cards provided for the purpose. The English Club of the preceding term is continued.

Course IV. (36 wks.) Third Year

A study of English Literature from the standpoint of the different principal forms. Short story, lyric poem, narrative poem, essay, drama, etc.

Course V. (36 wks.) Fourth Year

Study of the historical development of English Literature from Beowulf to Masfield.

Spelling First Year: 36 wks., two days a week, alternating with Penmanship.

The course aims (1) to give the student power to spell all the words or his written vocabulary (2) to increase his vocabulary by word building and analysis. A thorough study is made of stems, prefixes, and suffixes. Lists of words misspelled in the English classes are turned over to the spelling teacher as material for actual vocabulary lists. The student keeps a record of his word building and analysis in a loose-leaf note book.

Penmanship. (36 wks.) First Year, Three days a week, alternating with Spelling

The aim of this course is to train the pupils to write rapidly and easily a plain legible style of business writing, such as will meet the requirements of the business public.

This course will include proper position at the desk, holding of the pen, and the systematic practice of drills that will develop movement, form, slant, and spacing.

MATHEMATICS

Commercial Arithmetic

Course I. (12 wks.) First Year

Rapid Calculation and Machine Computation

The first six weeks of this course will be devoted to rapid calculation, the object of which is to develop speed and accuracy in the fundamental processes. This is done by means of drills which exhaust the number facts of addition, subtraction, multiplication, and division, and practice on sets of problems which are scientifically constructed to include each of the number facts related to each of the four fundamentals.

The last six weeks will be devoted to machine computation, in which the comptometer is used. Each pupil will have two hours' work daily: one for scientific drills on the four fundamentals and the solution of common business problems, and one for speed practice. (Goff)

Course II. (12 wks.) First Year

Second Term

Buying and Selling

This course is designed to acquaint the student with the business papers involved in the buying and selling of merchandise, and to teach him the best methods of solving mercantile problems. It includes a detailed study of the following business forms, which the student will be required to fill

out properly; telegrams, orders, invoices, bills of lading, checks, bank drafts, notes, commercial drafts, statements, sales tickets, etc. Drills are also given in horizontal extensions, computing serial and cash discounts, and methods of proof for checking results. (Goff)

Course III. (12 wks.) First and Second Years Third and First Terms
Commercial Arithmetic

The aim in this course is to familiarize the student with the principles of business underlying the solution of practical commercial problems. The work will be made as concrete as possible, and will include a study of the following subjects: Determination of costs and selling prices. Taxes and duties. Fire insurance. Short methods of computing interest. Construction and use of interest tables. Commercial paper. Purchase and sale of stocks and bonds. Practical measurements. (Goff)

Algebra Course I and II, 36 wks., First and Second Year

An elementary course in algebra. The subject matter includes the fundamental operations in simple numbers and fractions, factoring, equations of the first degree in one and two or more unknowns, with graphical treatment of the same, solution of problems, ratio and proportion, square root, elementary treatment of radicals and quadratics. The course aims to develop power to use literal symbols in calculation, and to some extent deduce, interpret, and apply formulae. Text: **Hawkes, Luby, Teuton**, First Course in Algebra. (Shutts)

Geometry Course I and II, 36 weeks, Second or Third Year

In addition to the principal theorems of plane geometry, the subject matter of the course includes a large number of exercises to develop original thinking. The work is correlated with algebra, and in the latter part of the course some field work is done with tape, level, and transit. Text: **Shutts**, Plane Geometry, (Shutts)

FOREIGN LANGUAGES

Latin

Course I. The aim of this course is to lay a foundation not only for further work in the Latin language, but also for a more intelligent use and appreciation of our own language and literature. To that end thoro drill is given in the paradigms and the fundamentals of syntax, and the close relation between the vocabularies of Latin and English is kept before the minds of the students. Text: **Smith**, Latin Lessons. (Miss Wood).

Course II. A continuation of Course I. The work covers the equivalent of the first four books of Caesar, some of the more interesting parts of the later books being used. Prose composition once a week. (Miss Wood)

Course III. Cicero: Four orations against Catiline; Pro Archia Letters. Roman History. Prose composition once a week. (Miss Wood)

Course IV. Vergil: Six books. Latin prosody. Mythology. Prose composition once a week. (Miss Wood)

French

Course I (36 wks.)

A course for beginners. Pronunciation and only essential elements of grammar are stressed. Much practice is given in oral work, with frequent dictation exercises. Texts: Fraser and Squair, Shorter French Course; Giese and Cerf, Simplest Spoken French; Meras and Roth, Petits Contes de France.

Course II (36 wks.) Prerequisite Course I.

Completion of grammar. More extensive reading. Continued conversation. Texts: Fraser and Squair, Shorter French Course; such books as: Halevy, L'Abbe Constantin; Labiche, Le Voyage de M. Perrichon; Verrie, Le Tor du Monde en 80 jours. Supplementary reading suited to individual tastes.

Spanish

This course aims to give an accurate knowledge of commercial Spanish. It is designed to be as practical as possible and usable in our trade relations with our southern neighbors. In our bid for commerce with Mexico and the nations of the southern hemisphere, in our commerce with Cuba, our island possessions, Central America and the Panama Canal Zone, "The barrier of language" must be removed. A knowledge of their national characteristics, their history, their institutions, their political, social, economic and spiritual ideals, is best acquired through a study and mastery of the Spanish language.

Aside from this, there is of course, the literary training which the study of any foreign language gives, a better understanding of the syntax of the English language, a crystallizing and cataloging of the English of the student, and an appreciation of the music of the Spanish words.

Course I. (36 wks.) First Year

Study of Spanish pronunciation. Rudiments of grammar. Conjugation of auxiliary, regular, and the more common irregular verbs. Writing of easy Spanish from dictation. Spanish conversation, composition and oral reading.

Text: Monsanto and Languellier.

Harrison, Elementary Spanish Reader. ()

Course II. (36 wks.) Second Year

Prerequisite, Course I. Advanced work in composition, commercial correspondence, conversation and reading. Close attention is given to the vocabulary of trade and Spanish forms of commercial correspondence. Oral reading, with and without translation; extemporaneous translation from the printed page or from dictation. Review of declensions, conjugations, and Spanish idioms. Each student must subscribe to a magazine printed in Spanish.

Text: Monsanto and Languellier.

Harrison, Spanish Commercial Reader and supplementary readers. ()

BOOKKEEPING**Course I. (36 wks.) Second Year**

An introductory course intended to give the student the fundamental principles underlying all bookkeeping. Progress is made from the simplest transactions with the most elementary books to more difficult records with improved methods of shortening the process without sacrificing clearness. Whether destined to follow a business career or not, everyone should have this training in analysis and imagination which is embodied in the study of accounts. It will enable the individual:

1. To hold a minor bookkeeping position.
2. To be of more value in the business field in any position.
3. To receive such entrance credit in the Normal Department commercial School as his work may warrant. (Denise)

Course II (36 wks.) Fourth Year

This takes up labor saving devices and advanced bookkeeping methods. The science of the subject is emphasized. The course should fit the stu-

dent to begin the study of accounting or to hold a more important book-keeping position. (Denise)

SHORTHAND

Course I. (24 wks.) Third Year

All students registered for shorthand must have a working knowledge of the typewriter.

A study of the basic principles of the system of the Gregg Manual; the application of these principles to new words, sentences and letters, word-signs and phrases; special drill on shorthand penmanship. Supplementary texts: Supplementary Dictation Practice, Gregg Speed Studies. Each lesson passed with test grade of 90%. (Miss Rough)

Course II. (36 wks.) Fourth Year

Review of Manual. Gregg Speed Studies. Supplementary Dictation. Penmanship Drills. Dictation and transcription of business letters. Reading and transcription of Gregg Writer Plates.

Text: Five minute dictation, new material, one hundred words per minute, transcript with not more than five errors. (Miss Rough)

Course III. (12 wks.) Fourth Year

(For those who may elect shorthand second and fourth years.)

Rapid review of manual. Advanced phrasing. Dictation and transcription of letters and literary articles. Gregg Writer. Gregg Speed Studies. High grade of penmanship.

Text: Dictation, solid matter, five minutes, 100 words per minute, transcript not more than five errors. (Miss Rough)

TYPING

Course I. (36 wks.) Second Year

Instruction on the care and use of the typewriter; position at the machine; memorizing the keyboard; special drills and exercises to secure finger control and an even, firm touch; thorough mastery of the keyboard through words and especially arranged sentences and letters; blindfolded and accuracy tests.

Drill on alphabetical sentences and common words and phrases; the different forms and proper arrangement of letters; legal papers, bills, statements, and other modern business forms; machine dictation; blindfold, accuracy, and speed tests.

Test for promotion: Ability to copy new matter at not less than forty words per minute, net, for ten minutes, with not more than five errors.

Course II. (36 wks.) Third Year

Continuation of letter writing; correction of transcripts; arranging, paraphrasing, capitalizing, and punctuating of letters and connected discourse; manifolded, and advanced tabulation; stencil work; instruction in the use of the mimeograph, letter-press, and roller-copier; transcription of shorthand plates; machine dictation; accuracy and speed tests.

Arrangement of promiscuous matter; specifications; transcription of shorthand notes with practice on all matter covered in a day's work by the typewriter operator; advanced practice in machine dictation and speed work.

Test for promotion: Ability to copy new matter at not less than sixty words a minute, net, for ten minutes, with not more than five errors.

HISTORY AND GEOGRAPHY

U. S. History (24 wks.) Fourth Year

The work in United States History is treated largely from the economic standpoint. The work of the explorers is first considered, then that of

the colonizers. In studying these fields, particular emphasis is placed on the development of institutions which are found in America today. The revolutionary period is followed by an intensive study of the pre-constitutional period, which in turn is followed by government under the "new roof". Work is done by tracing the development of big movements, showing cause and effect, and bringing the history of America down to the present time. Texts: **James & Sanford**, **Muzzy**, **Foreman**, Supplementary material is secured from books, magazines, newspapers, etc. (Lee)

Civics (12 wks.) Fourth Year

The chief aim in studying civics is the promotion of good citizenship. The topical method is used to a very large extent, and when the rudiments of each existing group of the governed has been studied, it is criticized, and each student constructs what he considers a model government for that unit. In this way the students see the defects, the remedies needed and the part they play in bettering conditions. Work proceeds from the local unit to the central government. No particular text is used, but the following books are studied rather thoroughly: **James & Sanford**, **Civics for Beginners**; **Towne**, **Social Problems**; **Beard**, **American Citizenship**, and others. There are also many references to current literature on the subject which furnish the basis for reports. (Lee)

European History (72 wks.) Second and Third Years

This course is necessarily a brief and restricted one, yet it aims by careful selection and organization to show the development of the political, social, and economic forces active in the world today. Especially is the growth of nations, institutions, and ideas stressed, as for example:—The winning of Italian unity from the wreckage of the Roman world; the establishing of the freedom of the press; the effort to maintain the Divine Right of Kings from Alexander the Great to Kaiser Wilhelm. In addition to a certain body of facts, the course aims to give training in the use of reference material, maps, and sources, and to help the student to use balanced judgment. Texts: **Robinson and Brested**. Outlines of European History, Part I; **Robinson and Beard**, Outlines of European History, Part II. (Miss Sherrill)

Commercial Geography (36 wks.)

This course aims to give the student a general and comprehensive knowledge of industrial and commercial geography. Production, transportation, and distribution of commercial commodities with attending geographic influences. Brief study of the chief commercial nations and geographic factors contributing to greatness. Course gives a thorough foundational knowledge of industrial world. Text: **Brigham's Commercial Geography**.

ELEMENTARY SCIENCE

Course I. (36 wks.) Second Year

This course aims to furnish the pupils a general knowledge of the world in which they live. The first part of the work consists of study of the physical environment of the pupils by the laboratory method. It deals with air, water, fire, electricity, gravity and machinery. This is followed by a short study of the planets, sun, moon, and a few constellations.

The second part of the course includes a study of the living environment and a few of the fundamental laws related to the life of plants and animals. A study of molds and bacteria prepares the way for modern sanitation. (Watson)

Chemistry (36 wks.) Fourth Year

The course in chemistry is designed to introduce the student to the subject and begin his training in scientific work. The time occupied is eight

periods a week, consisting of recitation and laboratory work. The work covered includes the study of the common non-metaleic elements such as oxygen, nitrogen hydrogen, etc., and the phenomena and laws of chemical action, the common metals, their occurrence, metallurgy, and uses. Special attention is given to common processes and their explanation, such as oxidation, fermentation, distillation, and the various processes used in manufacturing. Stress is laid upon the geographical distribution of natural products and their commercial importance. Texts: Elementary Chemistry, Hollis Godfrey; Laboratory Manual, Godfrey. (Upham)

Botany (36 wks.) First or Second Year

These courses consist of the study of plants as living forms by the problem method. Solutions will be sought to various questions, such as: How do plants make a living? How do they protect themselves from their enemies? How do they modify their structures under changed environment? Of what service are plants to man? Regular laboratory work is required in addition to the study of the textbooks. Not given in 1918-19. (Watson)

INDUSTRIAL ARTS

Sewing (36 wks.) Three periods a week. First or Second Year

The course in sewing consists of both hand and machine sewing in the construction of garments and the aim is three-fold:

- (1) Technical—to develop facility in sewing.
- (2) Textile and Economic—to develop intelligence in the selection of dress goods and clothing.
- (3) Artistic—to show the relation of design to sewing construction and to costume.

Cooking (36 wks.) First and Second Years

This course gives a general knowledge of the principles of canning, preserving, pickling, and jelly making and food is cooked to illustrate the simple principles of cookery.

The place of different foods in the diet, nutritive value, cost and composition is studied as the foods are used in the laboratory.

Manual Training (36 wks.)

This course consists of shop work, two periods a day during the year. It includes the study of the properties and kinds of lumber and their uses. The use of the various tools used by mechanics, tool and machine processes are taught. The work is largely individual, each pupil working on a project of his own. Some instruction is given in furniture design and a portion of the time is devoted to mechanical drawing. While most of the work is done with wood, some of the projects require work in metals and opportunity is offered for work in concrete. (Upham)

MUSIC AND DRAWING

Drawing (24 wks.) Third Year

First and Second Terms

This course includes a study of perspective, color, compositions, and lettering applied to practical problems such as posters, booklets, display cards, and the school catalogue. Media: crayons, pencil, pen and ink, water colors.

Music (12 wks.) Third Year

First and Second Terms

Rudiments of theory and harmony. Breath control and tone placing. Music reading, including four-part music. Artistic interpretation of signs. The Victor Machine is used for developing taste and appreciation.

PHYSICAL TRAINING**Boys**

(Courses I, II, each 36 weeks.)

The physical training is compulsory for first year students. During the remainder of the course, a second year of credit must be secured. The regular schedule of gymnasium, swimming, and special classes of the normal school course of study, found on page 51 is open to the high school boy. During the first year, the work must be secured in the regular class. This work consists of floor drills and apparatus work, suited to the boy of that age, and indoor and outdoor athletics, under competent supervision. Regular high school teams are organized in basketball and baseball and a schedule of games played with surrounding high schools. One-half of class credit is given for supervised team work.

PHYSICAL TRAINING**Girls**

(Courses I, II, 36 weeks each.)

The work in physical education consists of 144 hours practice, i. e. two periods a week for two years. The course includes: (1) gymnasium, marching, running tactics, Swedish gymnastics, and apparatus work; (2) rythm work, folk dancing, aesthetic dancing.

Athletic team work under supervision may be substituted for one-half class credit in the second year's work.

Commercial Law (24 wks.) First and Second Terms

The object of this course is to give the student a general knowledge of the law. The course covers the following subjects. Law in general, contracts, agency, sale of goods, bailments, innkeepers, common carriers, partnership, corporations, negotiable instruments, fire and life insurance, credit and loans, suretyship and guaranty, real property, fixtures, mortgages and liens, landlord and tenant, wills and the administration of estates. A study will be made of the leading cases on the above subjects. These cases are used to illustrate the principles of law. Use is made of about two hundred cases. Lectures and quizzes. (Reed)

Salesmanship Third Term

General Course in the principles of Salesmanship. The philosophy and function of Salesmanship. The place of Salesmanship in modern society. The different kinds of Salesmanship.

ENROLLMENT BY COUNTIES

Ashland	1	Monroe	3
Brown	1	Onedia	2
Chippewa	1	Racine	5
Columbia	14	Rock	34
Dane	28	Sauk	6
Dodge	4	Shawano	2
Eau Claire	1	Sheboygan	1
Grant	3	Taylor	1
Green	8	Trempealeau	1
Green Lake	2	Walworth	168
Iowa	3	Washington	2
Jefferson	22	Waukesha	11
Kenosha	1	Waupaca	2
La Crosse	3	Waushara	1
Lafayette	6	Winnebago	5
Langlade	2	Wood	5
Lincoln	1	Other States	
Manitowoc	1	Illinois	1
Marathon	2	Michigan	1
Marquette	2		
Milwaukee	3	Total	360

SUMMARY OF ENROLLMENT

	Men	Women	Total
Primary		51	51
Grammar		29	29
Principal's	6	7	13
High School		5	5
Commercial	20	105	125
Rural	1	13	14
Special	1	1	2
Commercial High School	65	56	121
Total	93	267	360

S. A. T. C.

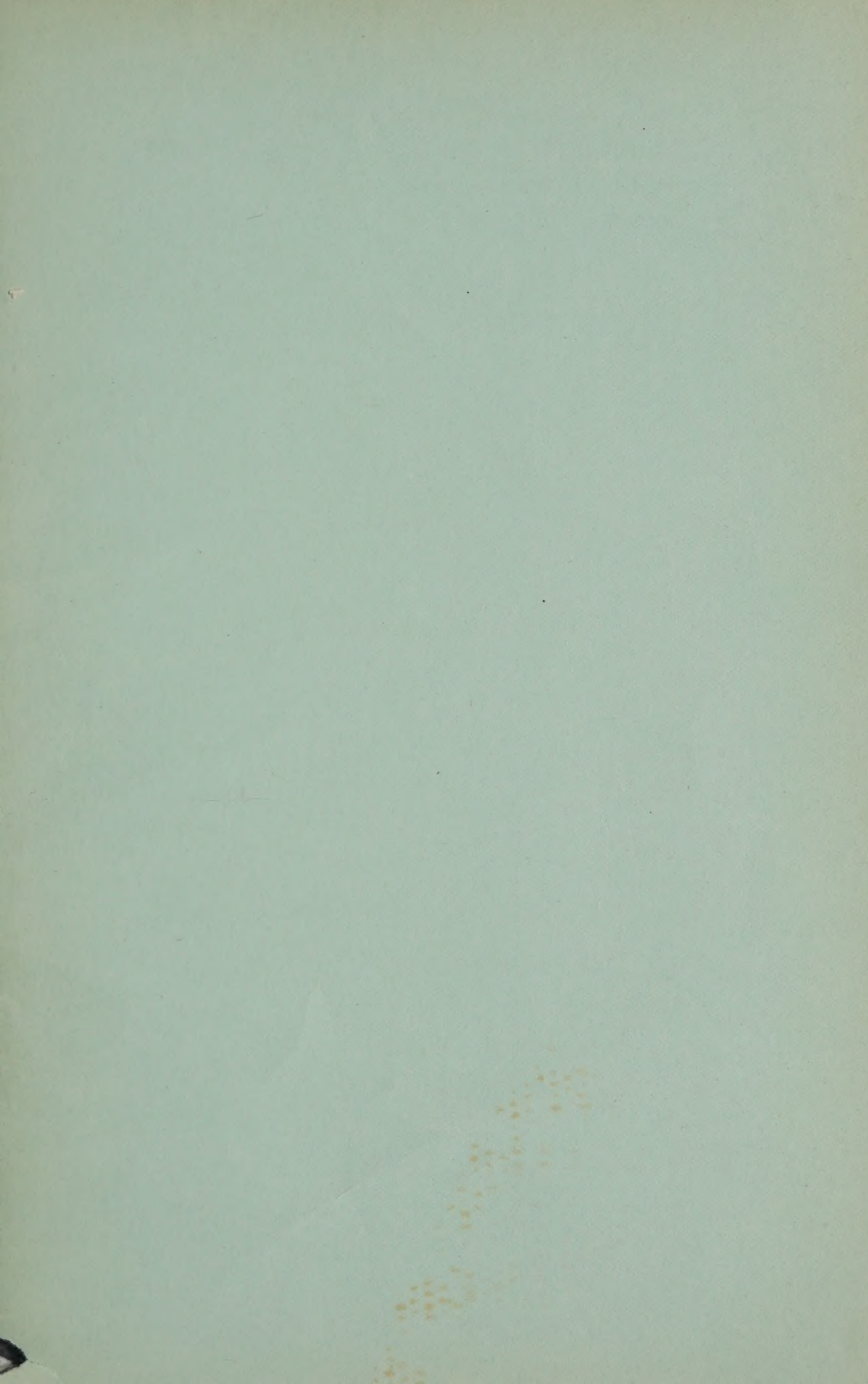
Total Enrollment	56	56
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Summer School

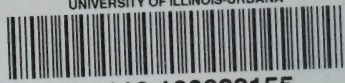
Total Enrollment	9	190	199
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Training School

	Boys	Girls	Total
Eighth Grade	12	12	24
Seventh Grade	8	15	23
Sixth Grade	10	14	24
Fifth Grade	11	12	23
Fourth Grade	5	9	14
Third Grade	8	8	16
Second Grade	17	13	30
First Grade	6	7	13
Kindergarten	11	21	32
Total	88	111	199



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